

pupils in their study, and especially in their study of such subjects as History and Geography.

This leaving out of parts ought to make us all the more careful of what remains; and if we are careful we can derive another advantage from text-book study. Without any slavish handling of the text-books we can conduct the examination of the lessons in such a way as to give direct encouragement to the pupils who have faithfully studied it, and even this is no slight benefit. Pupils like to see the study they have done turned to account in the class. It is not stimulating to them to have the work they have carefully prepared passed over in a brief and unimportant way. To see it so treated tends to make them lose faith in it. What they want are quick returns, even though the profits be small; and to give them such returns the teacher must set a high value on the special lesson assigned. He must make himself, for the time being, a representative pupil of the lesson, taking up its different points, laying emphasis on them, and asking such questions as will show he has correctly read the thoughts of his pupils, and rightly anticipated their doubts and difficulties.

Next we come to the study of lessons beyond the particular text-books of the class. Not to continue our studies after we have left school or college would be to make ourselves an exception to the rest of mankind. Do clergymen, for instance, cease to study because they are no longer in a Divinity Hall? If they do, they will soon become dry preachers. To satisfy themselves and their hearers they must not only deepen their acquaintance with their college text-books, but they must also add other books to their library, and make what they contain their own. In like manner we must for the good of ourselves, our school and our community, make progress in our studies. Do you think, if we were diligent in this respect, we would hear so much about the monotony of teaching? Could we not, by properly using this engine of study, make it impossible for people to think that it is almost unbearable for a person of any power of mind or aspirations of soul, to devote himself to such a work. How can any one, they ask, even force himself not to say voluntarily and cheerfully, choose to teach, year after year, not only the same subject but also the same books? That there is a certain amount of monotony in teaching is quite true; but the teacher who is in earnest and who knows his own mind can reduce it to a minimum, and one of the means by which he