

enthusiasm, his optimism, his genial kindly manner breathe through everything that he does. He lives with the great and the good of all ages. He knows their thoughts and has come to think with them. I have seen his method in the hands of a man who did not have for his native, mental air the same bright, crisp, sunny, frosty, living atmosphere. He did not bring the same personality into his work, and though he used the same text-books, the result was utter failure. In Dr. Sauveur's hands his method is an inspiration in language teaching. On the other hand many men and women, not following closely the method used by Dr. Sauveur, have, with a like enthusiasm, been wonderfully successful in teaching language. It is not the method (though that must be at least rational) that is of supreme importance: it is the intelligence and soul that put the method in operation. I was struck with the enthusiasm of all the teachers of the school, with perhaps one or two exceptions. Whence comes this great enthusiasm? It is not the sort of fruit that is produced from a dry, hard-baked, poverty-stricken soil. A teacher cannot be filled with enthusiasm for her work when she has to spend so much of her time in the petty economies of life—in turning her dresses, in patching her clothes, mending old gloves beyond what is mete, and in pinching and scraping generally. It is a wretchedly poor economy that underpays teachers, so that they have no money to buy the books that open the doors of the noblest minds of all time, and no time to study the books they may have in their possession. The teacher who knows nothing of her subject beyond the text book she uses has surely a mind ill-furnished for her work. What enthusiasm can there be in the minds ground down by constant want? It is a stupid economy that pays a teacher so little that she has not the wherewithal to prosecute her work further, to enlarge her mind by travel, by reading, by attending courses of lectures, by joining conferences of teachers who are doing the same work as she is doing, by keeping herself in touch with all modern as well as ancient thought on her work, and above all and far beyond all, that gives a teacher such hard work and little remuneration, that she has not the leisure nor elasticity of mind that will enable her to sit down and think, think, think, plan, plan, plan, for her work. But you say this has nothing to do with the matter. Oh yes, it has everything to do with it. The teachers at Amherst were well paid.