

energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair, and thus both excess and deficiency produce the same deplorable result. The teacher in all his plans of government and instruction should keep in view the principal business assigned him. This, as far as intellectual education is involved, is to rouse the curiosity of his pupils and keep it awake—to furnish in a sufficient quantity wholesome food for their minds, and suitable materials for the active and vigorous employment of all their mental powers."

It may be that in some of these suggestions I have wandered far from my subject, but, as I said at starting, and as I hope I have proved to your satisfaction, tact has such a bearing on all the work done in the school-room that it is impossible to write on one subject without dwelling at some length on the other.

As I said at the beginning of my essay, in no other profession in life is tact so necessary as in that of teaching, and in no other position is it more necessary to be enthusiastic and wide awake if one would be truly successful and useful. A dull, monotonous teacher, will have a dull, monotonous school, while an earnest, zealous, and enthusiastic teacher, will so inspire and animate the pupils that they will manifest a deep and lively interest in every exercise before them. With much truth it is said "as is the teacher so is the school." A teacher who is kind, active, and full of tact may and *will* gain an almost unlimited influence over the minds and feelings of his pupils and lead them cheerfully onward and upward in the paths of knowledge, while, on the other hand, a teacher who is dull and lifeless will drag his pupils down to the depths of apathy and listlessness, from which it will be no easy task to draw them

forth again. If a teacher feels a lively interest in the duties of his profession he will succeed in awakening a corresponding interest on the part of his pupils and their parents, and when teacher, parents, and pupils are all actuated by a spirit of earnestness, energy, and true enthusiasm in relation to school duties, we may expect progress and improvement of the most gratifying kind, and if the teacher rightly appreciates the nature and magnitude of his work he *will* possess a spirit of true earnestness and enthusiasm. Let the teacher at all times feel that principle of love and sincere devotion to his profession which is to be regarded as the sign and measure of high souls, and which wisely directed will accomplish much, and there is little danger that he will long suffer from any want of tact. Let him not be satisfied with past success or present attainment, but let his motto ever be "onwards and upwards." Let not then the teacher be unmindful of the nature and value of his work, but appreciating the thought so beautifully expressed by Bishop Doan in the following lines, let him be up and doing with a consciousness that at some future time reflection upon his "labours of love" will afford him the truest pleasure, and that his reward, though long in coming, will at last be sure:

"Chisel in hand stood a thoughtful boy,
With his marble block before him;
And his face lit up with a smile of joy
As an angel dream passed o'er him.
He carved the dream on that shapeless stone
With many a sharp incision,
With heaven's own light the sculpture shone,
He had caught the angel vision.

Sculptors of life are we as we stand
With our souls uncarved before us,
Waiting the hour when at God's command
Our life-dream passes o'er us.
If we carve it then on the yielding stone,
With many a sharp incision,
Its heavenly beauty shall be our own,
Our lives that angel vision."