

a knob, windows without curtains, no door-step, no board walk, no fence—in fact, almost every convenience is wanting. His pupils are often poorly clad, unattractive in person and manners, ignorant, and not desirous of acquiring knowledge; wholly unable to appreciate the tastes, purposes and efforts of the teacher. There must rise above the teacher a conception of the ideal child, of the ideal school. He must believe that these rough stones can by right means be ground into brilliant and beautiful diamonds. He must have obtained a glimpse at least of the means by which human beings are led from the lower to the higher. He can find innumerable instances, if he desires, of what has been accomplished by persons of feeble presence in elevating an entire community; indeed, the best reading in this world is regarding the work of such peoples. In early American history what stands out higher than the self-sacrificing efforts of the Jesuit father?—*Iowa Teacher*.

—The Hon. W. G. Ross, Minister of Education, Ontario, thus speaks of the teacher in a late address:—"The teacher who shuts himself up in his lodgings after school hours and during holidays rarely excels in his profession. While it is necessary that a reasonable portion of his time should be given to the preparation of his work and to the acquisition of additional stores of knowledge, it is of equal importance that he should cultivate that sympathy with society and with popular modes of thought which cannot be obtained by the recluse. His pupils come from the homes of business and professional men, where the surroundings are such as to habituate them to mental vivacity, ease of manner, and a cheerfulness which their daily associations naturally develop. The transfer of pupils from such associations to a school-room where the teacher's manner is cold and stiff, where his address is stilted and mechanical, where his want of sympathy precludes all friendly intercourse with him, have a tendency to stunt the growth of those generous impulses which are so natural to children during school age. The most successful teacher, other things being equal, is the man of a buoyant temperament, with an exuberance of spirits and with a certain rush of boyhood in his manner; who knows how far a child's disposition to enjoy himself should be subordinated to the duties of the school-room, and who is capable of looking upon the miniature world over which he exercises control as a world of pleasure as well as activity.

—I learned, by practical experience, that two factors go to the formation of a teacher. In regard to knowledge, he must, of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils, so call forth their strength and the pleasure of its exercise, as to make the hardest work agreeable.—*Prof. Tyndall*.