sacrifice for their welfare. It is the spirit of living for others rather than for self; of seeking to make other lives, fuller, richer, through our life.

It is important that the teacher should remember the ways in which his spirit is unconsciously expressed. The first is in his temper. His inner feeling, through all its delicate shadings from anger to amiability, is going out from him through all the day, like fragrance from a flower, and insensibly affecting the feeling of every pupil. His face is another avenue of expression. How intently the young child studies the expression on his mother's face which wakes the feeling of joy or sadness in his young heart! How readily the pupils of every village schoolmaster read "the day's disaster in his morning face!" "The eye itself alone, in its regal power and port, is the born prince of a schoolroom." The voice, in its tones, its quality, volume, pitch, force and modulation, unconsciously reveals the spirit of the inner man or woman. The manner is another open way for the unconscious expression of the inner life. Every sign, movement, attitude, tells its story to the child, who is always ready to receive the message. It is what the teacher has become as the product of all his foregoing life that thus finds unconscious expression in all these ways.

SELF-CONTROL is next in importance. It is that power of will which enables one to rule himself, to control his feelings and his tongue under sudden and strong provocation, which makes him "swift to hear, slow to speak, slow to wrath," which holds the reins upon the natural impulses of appetite, desire, or affection, to command his intellect and his body so that he can make the best use of them as as the occasion calls. This silent power of self-possession, constantly manifested, commands the respect, esteem, and faith of the pupil, and moves him to like endeavour.

CHEERFULNESS in the teacher is to the school life of his pupils what the sunshine is to the growing plants. The cheerfulness which comes from a sunny disposition, good digestion, sweet sleep, and bodily vigour, which looks on the bright side of everything, gives colour and smoothness to school life as marked and as beautiful as that which the sunlight gives to the foliage of the trees. The teacher who brings to his pupils the cheery words, the pleasant smile, the kindly interest in their sports, who is not