

In their original form, the first series of articles reproduced in Professor Weigle's book, dealt with the pupil, and the second with the teacher. The characteristics of boys and girls at the various stages of their development are described with fulness of information and with the sympathy of a genuine lover of all young life, while the qualities and attainments which go to make the successful teacher are set forth with clearness and tact.

It would be impossible for a teacher to read this book with any degree of care, and not derive from it a better understanding of his scholars and of the requirements which his work with and for them makes of himself.

## WITH OUR CONTRIBUTORS

### The Teacher's Consecration

By Principal W. A. McIntyre, LL.D., Provincial Normal School, Winnipeg

Is it not true that the only one who can succeed in a great undertaking is he whose heart is aflame with devotion and sacrifice? Poor old Pestalozzi,—dean of the whole profession of teachers—somewhere makes this glorious confession: "I determined that there should not be a moment in the day when my children should not be aware, from my face and my lips, that my heart was theirs, that their happiness was my happiness and their pleasures my pleasures. We wept and smiled together. They only knew that they were with me and I with them. I was with them in sickness and health, and when they slept, I was the last to go to bed and the first to get up. In the bed-room I prayed with them, and, at their own request, taught them till they fell asleep."

So we read in the record of a greater than Pestalozzi, these beautiful words, which express the yearning of the great mother heart, "Oh Jerusalem, Jerusalem, thou that killest the prophets, and stonest them which are sent unto thee, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not!"

Is it national greatness we would seek? Then we must have fathers and mothers willing to lay their sons and their possessions on the altar of sacrifice. Is it commercial and industrial greatness? Then we must pay the price in hardship and unremitting toil. So in the spiritual realm the law of exchange holds true. We can expect nothing unless we give something for it. He who would save his life, must lose it.

There is always a reason or motive that impels one to sacrifice his life for a worthy purpose. The all-sufficient motive in the case of the teacher in the Sunday School is none other than that which stirred in the

heart of our Lord, "Wist ye not that I must be about my Father's business?" "I have come that they might have life, and that they might have it more abundantly." "A new heaven and a new earth." The thought of a Father whose work on earth must be continued; of developing human souls who must be preserved and built up in his image; of a world bettered and brightened because of his effort from day to day,—this thought will cheer and comfort the teacher, converting what might have been drudgery into blessed and joyous work.

It is no small thing to live in the smile of God, to hear continually the encouragement: "Well done, thou good and faithful servant!" It is no small satisfaction to see souls developing into purity, beauty and holiness. It is no idle imagination which pictures a world in which dwelleth righteousness. To work with God, for men, to the end that his kingdom may be speedily realized is man's highest opportunity. It is the opportunity of the teacher in the Sunday School.

In what spirit should the teacher accept his responsibility?

*First*, the spirit of thankfulness, because he is permitted to serve in the noblest cause.

*Next*, in the spirit of humility for he is weak and in many ways unequal to those to whom he has to minister.

*Thirdly*, in the spirit of love, because it is this spirit which animates the heart of God and which he would kindle in the hearts of men.

When a teacher possessed of a right spirit, and aiming at right results, gives himself to his work, he will of course, give it the place of honor in his life. He can be depended upon because he is impelled, rather than compelled, to service. With him, the superintendent will have no trouble. He will never be away because he will have nothing in life more important. He will consider the preparation