

sphere of service; success does not lie in the possession of Christian virtues alone.

The first step toward "Preparation" should be a careful scrutiny of the motives that impel us to pursue this line of work. If the purposes of life are to produce good results they must be noble and true. Purely selfish undertakings incite to *temporary* industry and carry with them the seeds of disappointment and *failure*. This is a significant fact that no one can have failed to notice. Are we pursuing this work because we feel that this is our especial mission? Have we a love in our hearts for children, an absorbing love that comes by nature as well as by culture? Do we find ourselves participating in the enjoyments of the young, and instinctively sympathizing in the griefs incident to childhood? If these questions can be answered in the affirmative we have made (in my judgment) no mistake in our calling. It is a question, however, that each one must decide for himself and herself. As to the matter of being spiritually qualified for our work, if we truly *desire* spiritual strength we shall gather strength for the performance of every duty. We cannot grow in strength and in influence without something to work for; something that appeals to the mind as a desirable thing to accomplish. Efficiency is attained through *growth* and experience. It would, therefore, be unwise, if not wholly disappointing to look for the manifestation of spiritual development in any particular way. No person comes suddenly into the fullness of intellectual life, nor can he come into the fullness of the spiritual life except through the lessons of experience.

Let teachers go forth to their mission with faith; faith in themselves and faith in their work; cherishing the expectation of "good results." To lose faith in one's purpose means death to one's working power.

A great deal depends upon a teach-

er's personality. It stimulates and inspires when we are unconscious of the fact. The tone of voice particularly impresses the young as no other element in human nature. Children are quick to imitate and no one who has observed them attentively can have failed to notice how perseveringly they try to become like what they most admire in others. A cheerful disposition and a gentle manner go far towards winning the love and esteem of young people.

There is another feature involved in this subject that admits of serious thought. The Bible is indispensable to the profession that we are considering. There is no book from which more valuable lessons can be learned. We should set ourselves to the task of bringing the Bible instruction in our schools up to the highest grade, full of interest and power. It is true, that we are not, as a people, Bible worshippers, but we claim that we have had a share in bringing about that intelligent conception of its true worth that is continually gaining ground in all denominations. We have not always given the Bible sufficient recognition in our school work, and this not because of irreverence on our part, but because of our inability to recognize its true value. If we would have our young Friends grow into the Society with the ability to give a Scriptural reason for their endorsement of Friends' principles, our teachers must study the Scriptures in a larger way. There is too much (in my judgment) of a certain kind of teaching that may be summed up in these words, "be happy and you will be good, be good and you will be happy"; this sort of teaching (good as far as it goes) will never make thoughtful men and women who will become a strength to this Society; it will, however, tend to make men and women who will be easily led away from the fold, because of having no *well-grounded* reason for being a Friend, holding no definite