

one who, like her, felt the responsibility resting upon her, and which she realized more and more as days and months went by. The ardent desire to benefit her scholars morally and spiritually grew stronger as she learned to know them better, and led by the Spirit of God she rose to the true conception of the high dignity of the teacher's calling, and the deep responsibilities under which it laid her.

"Bravely determining to face every difficulty, and deeming her duty her mission, she set out with high expectations, but soon realized more fully than ever that in her own strength she was utterly inadequate to the task. Thus she was led first to see what her real work was, then to measure her resources and afterwards to earnestly seek, as all successful workers must, for daily guidance, preparation and strength from Him who has promised to guide us by His counsel and afterwards receive us to Himself in glory.

"Like David who chose the smooth stones of the brook, she, in her modes of working, brought all her faculties into exercise, and in visiting her school I was surprised to see the originality and ingenuity manifested in conducting and controlling it. Her kind, loving and yet firm bearing toward her scholars gained their respect for her as their teacher. She also inspired in their hearts a respect for themselves. She strove daily by word and act to awaken within their hearts a deep and lasting love and reverence for the Lord Jesus Christ. She ever kept these grounds of action before her, and to them may be attributed the secret of her great success in the Abingdon school. Would that all our teachers might imitate her in these respects; they would then become a mighty power for good in our land. In the fullest sense of the word, Miss Robertson was an *educator*. Without cramming she strove to awaken in her scholars a desire for useful knowledge, and then gladly assisted them to gratify that desire; day by day developing and expanding the intellectual powers to their utmost capacity. In a teacher this is a high aim, and in it she succeeded so well that during the four years she taught in the Abingdon school it rose from a very inferior position to a place among the first schools in the County of Lincoln. But it was not