

lifeless drill, instead of awakening the interest of his scholars by some novel exercise and striking device. The man who wishes to be *thought* a good teacher will always strive to *make himself interesting*; and this, though not the only duty, is one of the most important duties of a teacher. To gain the close attention of the pupils, to make their most repulsive tasks pleasant, or at least cheerfully undertaken, to throw upon their studies all possible sidelights from nature, art, history, and experience, these are things which every teacher should make it his business to do; but, in doing them, the teacher of the lower motive will be satisfied if he has made his scholars and the community around him say, "How much he knows!" "How skilful he is!" The teacher from the higher motive is satisfied only when he sees such results of his labour as can justify him in thinking, "How well I have succeeded in making my scholars understand the subject!" "How much and how well they are learning!" To accomplish this result he will need a combination of more showy and less showy ways—of lively, attractive expositions on his own part, comparatively easy for himself, and winning instant applause, and those old-fashioned, patient, self-sacrificing methods by which the pupil is not only amused, or filled with a little superficial knowledge, but led, encouraged, and not unfrequently compelled to study for himself—to do a reasonable amount of *hard work*—calling forth a little of that sweat of his own brow which is the indispensable condition of success in scholarship no less than in the ordinary business of life.

If I were called upon to name the single quality which would come the nearest to a complete definition of the *best teacher* of intellectual subjects, I should say—The best teacher is he who gets the *largest amount of well-*

*directed and intelligent work* out of his scholars. The great scholar is always substantially a *self-made man*, whether he has spent his childhood, youth and early manhood in the best schools and under the best teachers or not. It is a great advantage to have good guidance in study; and that the teacher is bound to give. It is a great advantage also to have the path smoothed before one sometimes, especially when first entering upon difficult studies; it is a great advantage to have the path shortened sometimes, and especially to have it made more winning and more easily found and kept, by light thrown on it by an intelligent friend who knows in just what places one is likely to be perplexed and hindered without such aid. But the gold of sound learning, such as permanently enriches the mind, "lies engulphed in gravelly beds," whence its future possessor must himself delve it out. You may amuse him by holding up a few nuggets or your own before his dazzled eyes, you may teach him everything else about the gold except how he is to get it for himself, but he will never be the richer till you have taught him with his own strong arms "to wield the pickaxe and to shake the sieve."

We judge a workman by his workmanship; and so we rightly judge a school and a teacher by the knowledge, mental habits, and mental skill, and by the moral character of the scholars whom they send into the world. Of course, proper regard is to be paid, in such judgments, to the quality of the material which has been wrought upon. A goblet of pure gold will still be valuable, even if it has been marred by an unskilful goldsmith, while an earthen vase will still be earthen even if shaped by the most artistic hands. But I know no more legitimate satisfaction for a teacher than to feel that he has moulded something of use and beauty