

conduct, and the most potent in its influence upon the life character, because it is a spiritual force, noiseless, without pretence, and constant in its operations. From this statement we deduce three important propositions: 1st. That there is an educating power issuing from the teacher without immediate design on his part, but as indispensable to his success as any other element. 2d. That this unconscious power is no product of caprice or accident, but takes its quality from the hidden substance of moral character. 3d. That it is an emanation flowing from the very spirit of the inner life, and acts immediately upon the spirit and life of the pupil.

We must not judge of the limitations and possibilities of the teacher's work from the mere routine of class exercises in its common aspect of task work. The influence of the school-room reaches away beyond the things of time and sense. All true wisdom seems to involve something that is inexpressible. The most comprehensive mind feels, after all has been said about a profound subject of thought, that there is something secret and nameless that cannot be expressed in human speech. Where the nature is richly endowed with generous emotions and brilliant imagination, there is a perception of ideas that only partly condescend to be embodied in words. And that man is the most eloquent who can suggest a region of thought,—a vista of imagery,—a depth of feeling not actually expressed in the language he uses. "You have the utterance of sublime thoughts perfectly understood, and you see, beyond, a world of thought more sublimely unuttered."

This power is the moral influence of the teacher's own person. Ask the calm teacher, one who is an acknowledged leader in his profession, the secret of his strength, and he will be exceedingly perplexed to define it. We must conclude that there is a certain internal character or quality of manhood or womanhood, which has been accumulating through previous habits and modes of thought, and is now acting as a positive formative and mighty force in shaping the character of the pupils. This force is the moral resultant of what the teacher has grown up to be,—the perpetual outpouring of the spirit of the sum total of his character, whether weak or strong, sound or corrupt, candid or crafty, generous or mean, noble or ignoble.

If our first proposition be correct, then we must pronounce a distinct connection between these silent forces and the early discipline and growth of all teachers. Patient toil in obscurity prepares for triumph in public. Our real rank is determined not by a fitful brilliancy or impromptu excellence, but by a uniform course of conduct, the product of previous culture.

Our third suggestion is that these unconscious influences emanate from the inmost spirit of the teacher's life, not by accident or caprice, but in accordance with the antecedent growth of character, and that they are the most decisive force in moulding the character of the pupil. The whole economy of our constitution renders it impossible to detach the power of action from the style of personal manhood. We can conceive the bare material of instruction being conveyed without heart or soul, without sympathetic relations between the teacher and those who are taught. And we can conceive the barren desolation that a generation of such heartless mechanism might produce. Yet every teacher approaches this metallic regimen who lets his office degenerate into mere routine, who plods through his daily work like the tread-wheel horse sawing wood, with no more spirit than the beast, and with no higher aspirations than the saw.

In men and women and especially in children, there is a natural instinct, a desire to impersonate all ideal excellence in some superior being or person,—an intense

devotion to some heroic presence. Every teacher should aim to be this ideal presence to his pupils; for long after all lessons learned and recited are forgotten, this ideal presence will remain in teaching power, formative force, building up the character of the man or woman. Of this we may be sure: that the fixed and everlasting principles of character cannot be set aside, or held in suspense, either to accommodate indolence or to atone for neglect. We are watched, we are studied, we are searched through, by those we undertake to lead, not in a spirit of idle curiosity or criticism, but of earnest good faith.

Not the most painstaking perseverance, that which wears out nerves and senses and wearies hope itself,—not the most earnest counsels, though uttered by the tongues of angels,—can powerfully move the soul, until that nameless, unconscious, infallible magnetism of a true heart, of a noble character, lifts itself up and looks out through the beaming eye, corrects the temper, and modifies the very tones of the voice. Our age demands whole-souled individuals, prepared for every place and every crisis in life, prompt and busy in their affairs, diligent in business, fervent in spirit, kind to their companions, tender among children, sympathizing at the sick-bed, genial in company, self-reliant in danger, in a word, fully equipped for the great battle of life. The Prussians have a wise maxim, that whatever you would have appear in the nation's life you must put in the schools. These silent forces are ethical in their nature, and profound thinkers say that ethical education is the most potent in its influences on the human race.—*The Western.*

Salaries of the Australian National Teachers.

On the 20th May last, in the Legislative Assembly, Mr Stephen, the Minister of Education, made the following explanation on the effect of the new education regulations on the teachers' salaries:—

"The principle upon which these salaries have been dealt with is the simple one of endeavouring to lessen the disproportion between the highest and lowest which before existed, to 'increase the smaller salaries, and to diminish the incomes derived by some teachers in the centres of population.'" During the last six months of last year there were 997 head teachers employed; 37 of them received between \$250 and \$375 a year, but under the new regulations only one head teacher would be paid so low a salary. During the latter half of last year 73 head teachers were paid between \$375 and \$500 a year. Under the new system 91 would receive that amount, the number being most probably increased by some of the 37 teachers before mentioned being promoted into the next highest class. Under the old system, 136 head teachers received salaries ranging from \$500 to \$625 a year but under the new regulations 174 would receive the same incomes. 194, last year, received between \$625 and \$750, and during the next six months 192 would be paid the same salaries; 156 received between \$750 and \$875 last year, while under the new system 234 would be paid salaries ranging between those sums. That, he contended, was not an unfair or uncomfortable salary for ordinary teachers to enjoy. During last year 81 head teachers received between \$1000 and \$1125 under the new regulations 62 would receive salaries of a similar amount. Sixty-three teachers were paid salaries ranging from \$1125 to \$1250 while it was proposed to reduce the number receiving that amount to 42. Forty had obtained between \$1250 and \$1375, but it was proposed to pay 45 that amount under