

dens may not be made lighter, you may be made stronger and more able to bear them.

The ignorant man cannot possess self-respect. He may cover his defects by one pretense or another, he may conceal them from his classes very easily, he may require more tact to hide them from his associates, but they become at last powerful reasons that will impel him to seek other employment. The daily tasks of the school-room are of an irksome nature. There is a constant demand for patience, "that divinest quality," and he who would walk among the preplexities and reiterations of the school-room without growing narrow and soured, must daily find in the work of genius, that halo, which renders common things in its light transparently beautiful. There is an artificial constraint in the school room; from that the teacher must purge himself by conversation with minds that ever treat him with dignity and respect. He will be able, by communing with the best thoughts, to stand on his platform every day, a stronger and a better man.

There should be a steady attempt to be something better than teachers, even true men and women. Like all monotonous occupations, there is a tendency to deterioration in teaching. The wearisomeness of school-room work gradually undermines even a noble nature. Against this, early and constant opposition must be made. The entire life must not be spent on things already known; there must be a pressing

on to things that are before. It is the possession of ideas above and beyond the work done that makes a great soul. Men in the drudgery of camps, of counting-rooms, of courts, and of the pulpit, too, have cherished thought that keep their lives fresh and green. It is this that imparts character to men and women. Daily attrition with the rough things in life's pathway has a tendency to utterly destroy it. It is the light and atmosphere that is above us that causes it to expand into strength and beauty.

The steady attempt of the teacher to improve himself becomes therefore apparent, for character is too subtle a force to remain hidden. It animates his pupils, they know not how.

A teacher teaches only what lives on his lips, it is not what he has stored in memory as his stock in trade. By such a teacher the direst lesson may be embellished.

But among his own profession such a man becomes a power of good almost immeasurable. Such a soul performs his part so well that he lifts everyone of his craft along with him; they all receive the honor such a man gradually draws toward himself. A few men and women who will not be satisfied with themselves as they were yesterday, what landmarks they become! Others look at them as sailors to distant beacons to guide their way, and to pattern out their lives.—N. Y. S. JOURNAL.

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### LITERARY NOTICES.

*The Quarterly*, a periodical connected with the Hamilton Collegiate Institute, is on our table. Its initial No. makes a very creditable appearance, and includes two well written essays read before the Literary Society of the Institute.—*Sigma Epsilon* published monthly by the Sigma Epsilon Society, Sewanee, Tenn., has reached us. It has several

able articles.—*The Academy* is the organ of the St. Catharines Collegiate Institute, and has made a creditable appearance. It will be issued monthly.—*The Capitol*, the official organ of the Detroit High School, is beautifully printed on fine paper, and has good literary selections. It is published monthly.

We have also received the last monthly