

The teacher and his art are so closely related, the art is so much in the teacher, the use of all the means by which right activity in the child is excited and sustained depend so entirely upon what the teacher is in himself, that we cannot properly consider the art of teaching without first considering the personal qualifications of the teacher.

The unspoken, unconscious influence of the teacher, which gives tone, quality, power to all his instruction, enters so much more deeply into the life of the child than what he says, that we cannot emphasize too strongly the necessity of personal fitness in the teacher for his work. He needs to magnify his work, he must have a high ideal to stimulate him to his best effort or he will give way to, or be overcome by, the many difficulties, the depressing influences from within and without, the petty details, and the trials of patience, which he must meet in the performance of his daily work.

THE RIGHT SPIRIT.—There are those who enter the school-room saying, "I will do simply what is required." They feel that they have done their whole duty, according to their business contract, if they secure regular attendance, keep good order, and hear their pupils recite their lessons in all the branches of the prescribed course. They "keep school," thinking of the benefits which shall accrue to themselves. Others come to their work seeking to control their pupils by right motives, to train them to good behaviour, and to teach all the subjects in the school course in the best possible way. These "teach school," aiming to secure to their pupils good manners, intellectual power, and well-digested knowledge. There are others who seek to conduct their schools so as to educate their pupils, by bringing the higher principles of action which men have learned from God, or from experience,

to bear first upon their moral and spiritual being, so that they shall love and hate aright, shall choose the higher good, and the right course of action, and by training the intellect and the body so that they shall be instruments of power in carrying on the work of a true life.

The spirit which should actuate the true teacher, in the words of another, is "*a spirit that seeks not alone pecuniary emolument, but desires to be in the highest degree useful to those who are to be taught; a spirit that elevates above everything else the nature and capabilities of the human soul, and that trembles under the responsibility of attempting to be its educator; a spirit that seeks that highest of all rewards, an approving conscience and an approving God; a spirit that earnestly inquires what is right, and dreads to do what is wrong; a spirit that can recognize and reverence the handiwork of God in every child, and that burns with a desire to be instrumental in training it to the highest attainment of which it is capable. Such a spirit is the first thing to be sought by the teacher, and without it the highest talent cannot make him truly excellent in his profession.*" With such a spirit the teacher will love his work, will have a strong personal interest in his pupils, will be willing to work, and willing to sacrifice for their welfare. It is the spirit of living for others rather than for self; of seeking to make other lives, fuller, richer, through our life.

It is important that the teacher should remember the ways in which his spirit is unconsciously expressed. The first is in his temper. His inner feeling, through all its delicate shadings from anger to amiability, is going out from him through all the day like fragrance from a flower, and insensibly affecting the feeling of every pupil. His face is another avenue of expression. How intently the young child