

of which shall not vary from the text-book. This may be obtained, and with all this there may be operative at the same time in the same room the thousand strange contrivances which inventive children put in operation for the evasion of the spirit of the law.

The primal cause of all good government lies in the *teacher*. We may bring in many aids and means in the form of rewards and punishments, but a government based on these has not a true foundation. If respect and love are not, in general, the controlling power in a school, that school is not one of the *best*, though the scholars may receive thorough instruction in all branches of knowledge, and perform their duties with the regularity and silence of the most beautiful mechanism.

#### ADVICE TO A YOUNG TEACHER.

Endeavor to introduce into your school the most perfect system at the beginning, and be very slow to admit any change which inexperienced people may think very good, unless its utility is obvious. Pay great attention to the *order* of your school, and to the *manners* of the children, and when they leave you, see that they retire with order and regularity.

I need not urge upon you to unite with this strict discipline *great mildness*, and perfect freedom from passion. I wish that you would introduce some *religious exercises*. Let the scriptures be daily read, in a reverential manner, by yourself or some good reader in the School. Be careful to teach every branch *thoroughly*. A school is lost when it gets the character of being showy and superficial.

Let me conclude with urging you to enter into the spirit of your occupation. Learn to love it. Try to carry into it a little enthusiasm. Let it not be your task, but your delight. Feel that Providence is honouring you in committing to you the charge of immortal minds. Study the character of your pupils, and the best modes of exciting and improving them. You have heart enough; fix it on this noble object.

And now, my dear friend, be of good courage. Bear up with calm, steady resolution, under the trials of life. Lift your eyes with gratitude and confidence to your Father in heaven, and he will never forsake you.—[Channing.]

#### THE TEACHER'S CALLING.

In the estimation of those who regard the well-doing of the young, the calling of the school-teacher is one full of interest.—And why should it not be? It requires peculiar qualifications, involves high responsibilities, subjects to many trials. Why should it not, then, bespeak for itself the sympathy, respect, and friendly co-operation of the community?

Not simply the well-doing of the young is connected with this calling, but the future happiness and well-doing of society.—Teachers act both directly and indirectly on the great social interests of the race. They have, in an extensive sense, the forming of character. To them is intrusted the modeling of minds which, in their matured strength, shall move the world.

The teacher leaves his impression on the minds of his pupils.—This impression neither time nor circumstances can efface. It tells at the fire-side homes of the children, and in their associated capacities abroad. It meets and mingles with the events of coming life; restraining, inciting, and encouraging all along the pathway of their earthly existence, and even to its close. And who shall say it is lost even there? May it not, does it not, pass on with the enfranchised spirit to that higher state of existence of which this is but the shadowing? Will not the teacher's influence tell, in its results, through the uncounted cycles of eternity? Responsible work, the training of the youthful mind! A high and holy calling is that of the teacher! Who shall dare enter it with unhallowed purpose? Who shall dare give to the young mind other impress than that of wisdom, virtue, and piety?

Schools are public safes, where are deposited, not the gold and silver of the nation, but what is of far more value, gems of thought and feeling; jewels, which shall hereafter be drawn out to beautify and enrich the national mind. Schools are deep mountain reservoirs, whence issue the rivulets which widen into mighty streams; whose waters in their ever-onward course, make for themselves channels through the length and breadth of the land.

In schools are training the minds whose future action shall brighten or dim their country's glory. Yes; here are those, whose

light shall be as the morning, and whose brightness as the noon-day; and here, too, it is to be feared, are those whose light shall be but as darkness, and whose brightness but as the thunder's terrific bolt. Here are the future rulers of the state and nation.—Shall they be just men, ruling in the fear of God? Here is the priest, who shall minister at the holy altar. Shall he have the learning, the piety, the zeal, of a Paul; the meek endurance, the tenderness, of a John?

Here is he whose healing art shall often renovate and re-beautify the frail tabernacle of the soul. Shall he be like Luke, the *beloved* physician? Here are the future poets, whose numbers shall be "thoughts that breathe and words that burn." Shall they, like the sweet singer of Israel, wake psaltery and harp to the high praises of heaven's King? Here are they—the men, the women—who shall come up, and live, and feel, and act, in all the relations of life, under its thousand ever-varying circumstances, when the fathers and the mothers shall decline in the vale of tears, and pass away.

"Just as the twig is bent the tree's inclined." Who shall so bend the twigs that they may grow up trees of strength and beauty; gracing the garden, the field and the wood? Who shall? Who will? *Teacher*, the task is thine. Thy influence, combined with that of the parent, shall make the future character. Thou canst move the young mind committed to thy trust, as the winds move the leaves of the forest. Thou canst press the young heart even as the seal impresses the wax.

The confidence, the affections, of the child are thine. Use thy power, but use it safely, well. Gently, lovingly, yet firmly, deal with these little ones. Write such characters on these young minds as future hours shall safely deepen, and a present and coming age delight to read;—such as shall bless the child, the man, the world; reflecting honour on thyself, and bringing glory to the Creator of all mind. Teacher, what a work is before thee! What manner of person should thou be? And what qualifications are necessary to fit thee for this high trust? [C. S. Jour.]

#### GREAT MISTAKE IN EMPLOYING TEACHERS.

Parents, school committees, will you employ inexperienced teachers for children, because they are cheap, because they teach for a less price than those duly qualified to impart instruction? Some parents seem to think almost any one is capable of teaching young children. A greater mistake there could not possibly be. Little children require the best of teachers. Everything depends on a right beginning, whether physical, intellectual, or spiritual. A child incorrectly taught at first never knows what he does know; he guesses at things, stumbles and jumbles, and his errors cling to him for life.

SCHOLARS ARE NEVER KNOWN TO BE IDLE.—No one can be made a scholar; but almost all persons can make themselves scholars.—The person who in youth learns to exercise his own powers of mind is sure to turn out a scholar and a useful practical man, if he lives to the middle period of life. If he does not learn to think for himself, as well as to read books and receive facts from others, he will never become really learned.

Who ever heard of a scholar made by lectures, or by teachers in any form? Has not every scholar who has yet appeared in the world, become such by his own efforts—by personal application—by the patient and persevering use of the machinery within him?

MORAL CAUSES.—Moral causes noiselessly effaced first the distinction between Norman and Saxon, and then the distinction between master and slave. None can venture to fix the precise moment at which either distinction ceased. Some faint traces of the institution of villenage were detected by the curious as late as the days of the Stuarts; nor has that institution ever, to this hour, been abolished by statute.—[Macaulay's History of England.]

POLITENESS LIKE AN AIR-CUSHION.—Politeness is like an air-cushion—there may be nothing solid in it, but it eases the jolts of the world wonderfully.

Those who achieve great things are rarely the men who design them; the reapers of the harvest are not generally those who have prepared the soil and cast the seed.