

Were they subjected to discipline such as that indicated above, it would have a great tendency to correct this thoughtlessness, and to awaken that attention necessary to a faithful discharge of their duties. Besides, such discipline would tend to the cultivation of correct and methodical habits, and to that prompt obedience so important to the harmonious working of the school. It also tends to cultivate an habitual punctu-

ality—a sort of tabulation of the time at one's disposal, thus enabling the person forming this habit to accomplish the greatest possible result in a given time. Let every Teacher pay the most scrupulous attention to every detail of what, though it may not be strictly an intellectual exercise, is nevertheless of the greatest importance to internal order and harmony.

---

### THE TEACHER'S TRIALS.

There is no position in life exempt from difficulties and trials. It seems to be the order of Providence to make every vocation as well as every preferment, a sort of crucial test, where the baser elements are separated from the pure metal, and where that which is intrinsically valuable is made to stand out in brilliant contrast to what is merely useless, perishable dross. These crucial tests, difficult as they may be to bear, disagreeable as they always are, serve a good purpose. Not only do they show the inherent frailty of our human nature, but they lead to the cultivation of those counterchecks, without which frail human nature would entirely succumb. By revealing real sources of weakness, they excite a desire to counteract them, and to the man of a determined will, they only afford a stimulus for effort, which, under other circumstances, might not be felt.

This being the common lot of all, the Teacher must not complain if he is not exempted. Neither should he complain, when, from choice or necessity, he enters the profession, if he finds even more to depress his spirits and to irritate his temper, than is to be found in some other professions in life. Nor let us be understood as saying that the Teacher's troubles and trials are greater than those of any other who serve the public. We are quite conscious,

from long experience, that his trials are great, but they are not exceptionally so. And for him to give way to despondency, and to regard himself as a martyr to society, would not, at all events, be the best way to bear those trials or overcome those obstacles which inevitably lie in his way.

The Teacher's trials may be classified into *internal* and *external*. Of those which are internal, we might first mention *irritability of temper*. The greatest enemy the Teacher can have is an uneven temper, and nowhere is it more important than in the school-room, that the temper should always be under perfect control. We are well aware that the causes of irritation are innumerable—that in no other profession in life is there more constant wear of that nervous sensibility which, when excited, we call anger. The Teacher, however, knows that this is peculiar to the profession, and that his usefulness and success depend largely upon the self control which he may exercise; hence the necessity of *never* allowing those circumstances with which he is constantly surrounded, and with which he must always be surrounded, to stir up a passion, which, the oftener it is aroused, the more despotic it becomes. It should be the ambition of every Teacher to obtain such a complete mastery of himself that, at no time could it be said that he rebuked