

## PUBLIC SCHOOL DEPARTMENT.

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## THE TEACHER'S DEPARTMENT IN THE SCHOOL-ROOM.

Every young person has some ordeal to pass through on assuming the responsibilities of life; that of the teacher is particularly trying on taking charge of a class, or of a school. Just as you shape your conduct from the first moment that you meet the eager and scrutinizing gaze of those you are placed over, so will your success or failure be. It behoves you to make an earnest effort to begin your life's work aright, for you may thus, if you are a conscientious person, save yourself from mental anguish that has turned many a head grey. And primarily, with all the firmness of purpose you are possessed of, resolve to follow Sir Thomas Browne's advice "BE CÆSAR TO THYSELF." Many teachers go into the school-room flattering themselves with the notion that it is only the children they have to control, forgetting that their own spirit may be much more turbulent and unruly than that of any of their scholars. If you are to have any success as a teacher, you must hold a tight rein over yourself. It is true, the effort to do this may cause the greatest wear and tear on the frame, . . . may send you home, day after day, from your anxious task, "weary, and worn, and sad;" but you are rewarded with the pleasant reflection that by remaining master of yourself, you keep full control of your class. We do not say, show no temper, that would be asking you to abstain from using a most effective instrument in carrying on your daily work; but we say, do not *lose* it. The moment you do this, you are more or less at the mercy of your class. Who has not observed the mischievous delight children take in torturing a playfellow who is indiscreet enough to show irritability of temper? The same feeling, only in a

greater degree, is gratified in provoking the rage of a teacher, whether it displays itself in unreasoning chastisement, or is allowed to fume itself away in impotent scolding.

It is true, the teacher might have for his type such a one as Goldsmith vividly describes, whose very frown caused terror in the school. A schoolmaster of this kind may have his vanity fed by a very agreeable sense of power, but no one who has the advancement of his scholars as his chief motive, will allow himself to stand in such a relation as this to them; if he does, how are they to learn to think for themselves, or to exercise self-control? What chance is there for development of mind or character, when both are overshadowed by an ill-regulated power that dwarfs both. "Be ye angry and sin not," neither against yourself nor your scholars, and you will thus far be, in reality as well as in name, the master or mistress of your school.

A teacher was once remonstrating with a female assistant for violently rebuking a scholar for some misconduct; she pleaded that it was caused by an outburst of uncontrollable temper, and he, in pointing out that that it was her duty to try to exercise complete mastery over herself, said that if he were like her, he would be out of temper twenty times a day; she answered with an incredulous smile that he had no temper, little thinking that this was the highest compliment she could have paid him.

Well directed and firmly controlled anger may be made a most effective instrument in education, but it must be under the guidance of a sound judgment, and as much at command as the instruction the teacher has to convey. Thus used, and tinged with a spice of indignation, it may become as terrible as Jove's thunder.