

surmount the difficulties to be encountered?" "What illustrations shall I use?" These and similar questions should be answered before entering the school.

Let me close by saying, that to achieve success as a teacher of the "little ones" of the school, you must be full of life, good humour, patience, tact and energy.

PRACTICAL TEACHING.

FROM CONTEMPORARY SOURCES.

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UNCONSCIOUS INFLUENCE.

IT is said that a young man who had used his talents and popularity to lead those younger and weaker than himself into evil paths, when his career was cut short by a fatal illness, cried out to his friends on his death-bed—in an agony of repentance—"Oh, gather up my influence and bury it with me." Vain request! For in the domain of influence and example it may truly be said that

"The evil that men do lives after them ;
The good is oft interred with their bones."

The power of example rests upon imitation and sympathy. Children are very imitative and sympathetic. Upon their young and impressible natures, therefore, example works with wonderful force. In infancy it is so powerful that it overcomes every other educational force. Wherever precept comes into collision with it, the latter is made to give way. No reiteration of verbal teaching, no repetition of pious maxims from Dr. Watts or from Holy Writ itself, can in any way thwart the power of an example not in harmony with them. Further, the impressions of example upon the young nature are so durable, that the impressions of later life, however powerful, often quite fail to obliterate them. And, strange and

sad to say, the influence of evil example is much more powerful than that of good, when circumstances fail to aid the latter in its action. Half a dozen amiable persons in a family will feebly counteract the effect upon children in it of one fretful and complaining member. One falsehood uttered in the presence of a child will do more to demoralize him than a year's teaching in truthfulness can correct.

How careful, then, should the teacher be that no actions or words of his should influence his pupils to wrong-doing; that his example, no less than his words, should impress the little ones for-good. The personal power of the teacher is greater than that exerted by his instructions, no matter how successful the latter may be; and he should never fail in conscientiousness in the exercise of either.

ONE ESSENTIAL OF DISCIPLINE.

BESAN, a noted French writer on education, says that "a teacher does not govern by ideas, but by the exercise of a firm and constant will." This is a truth worth considering by all teachers. No man or woman ever succeeded in governing a school or family successfully without the aid of a will which was not only firm, but