

dreaded ordeal: you have been examined, and are now *legally* qualified "school teachers." We say *legally*; perhaps you are in every good sense. We certainly *hope* you are: that remains to be seen.

But, we think we hear one say, "I have been examined, and have received a certificate of my qualifications." All very well, good friends—very well as far it goes; but it will go but a very little way towards keeping a good school. You may have read in a style charming to the examiners; you may have parsed correctly, and answered all the questions proposed with wonderful promptness and accuracy,—and yet not be qualified to teach school. We *hope* you'll succeed. Of that we shall know more hereafter.

But, say you, "I have been at the Normal School, and received instructions there." All this, too, is very well as far as it goes. We are certainly very glad that you have had the advantages of that excellent school, and that you have been instructed by those so eminently qualified to direct you. We have more hope of you on this very account. Yet do not feel too certain that you can teach a first-rate school. Have you properly considered what will be required of you? Have you duly thought of the magnitude of the work before you,—of the extent and amount of your daily influence? You are to guide, instruct, and train the youthful mind; to discipline the heart, to store the mind with useful knowledge, to prepare the youth under your daily care for future duties, so that they may "act well act their parts in life." Let us proceed to specify a few particulars to which your attention must be carefully, constantly, and wisely directed, if you would succeed.

1. *You must have order.*

No school can be truly successful without order. It is, then, of the first importance that you know what constitutes good order, and equally important that you know how to secure it. If you can not govern, wisely and well, we hardly dare hope for any good result in teaching. As well might a coachman undertake to guide untrained horses without "bit and rein" as for you to attempt to instruct the youth under your care without proper discipline. Indeed the very first lesson to be taught is *obedience*. Your pupils come from various homes; they have been subjected to various modes of discipline; many, we fear, have never been governed. They must, if possible, be made to feel that order and quiet in the school-room are essential for their good; they must, by all means, be made to feel that you regard order as indispensable and that you *will* have it. But do not begin to bluster, and storm, and threaten. There is a quiet, dignified, determined manner that is far more powerful. The "still, small voice," the firm, kind tones will be most felt and soonest heeded. But be sure that you have order, and from the outset let it be your rule not to proceed with any recitation unless order and quietness prevail. Some teachers attempt to get along with a sort of "half way" order. They will allow some whispering and slight deviation. But this will not answer. Perfect order should be aimed at and perfect order will be most easily maintained. If pupils once feel that they can deviate a little, they will soon deviate much and often. In order that right discipline may be more easily gained, endeavor to cause your pupils to feel an interest in their school. To this end let them see that *you* feel interested in your duties and that you sincerely and earnestly desire their best good. Strive to be cheerful and to make the school-room pleasant, its exercises interesting. If your heart is really in your work it will be felt by your pupils. "*As is the teacher so will be the pupils.*" Please remember this.

2. *Be thorough in your teaching.*

We have seen teachers whose entire idea of teaching was confined to asking the questions of the book and hearing the answers as printed in the book. Let not this be your view. Aim rather to make every lesson interesting and clear by remarks and illustrations of your own, and be sure that every principle is well understood. Be not ambitious to teach much, or many things, but strive to be exact and thorough in all your instructions. Remember that the great thing is so to discipline and train the minds of your pupils that they may learn how to do things for themselves: in other words, teach them how to think.

3. *Convince your pupils that you are their friend and wish to do them good.*

Children are very quick to discover who their friends are. If you go to the School-room as a mere duty and while there go through with a certain formal routine of duties, a cold formality will soon characterise all the exercises of the school. Therefore seek to convince your pupils that your heart is in your work. Indeed, if your heart is in your work, and you love it, your pupils will see it and feel it. It cannot be otherwise. But if you have engaged in teaching merely for the novelty, or for the sake of the small pittance you are to receive for your services, the sooner you abandon the business the better it will be for all concerned.

4. *Let your daily and hourly example be right.*

The influence of example is silent but all powerful. It will be felt, —it will manifest itself. Then let it be your aim in word and deed to be correct. Do not forget that you are a pattern for the little ones, and strive to be a worthy pattern in all that is lovely and desirable. The silent, sure influence of example cannot be resisted. Every hour of every day that you spend with your pupils is fraught with influence, either for good or evil, and that, too, if you speak not a word. Your looks, your movements will be felt. Then will you not be ever watchful—never forgetting that the eyes of the little ones are ever upon you and that no one, except their parents, has so large a place in their thoughts and hearts as their teachers.

O teacher, will you not engage in your summer's work heartily and earnestly? Will you not labor "in season and out of season" for the good of your pupils? Will you not strive to make the path of learning pleasant and as it were to lure the young onward and upward? Will you not improve every opportunity to enlighten the heart and lead to right action from right motives? If you will, your work will be pleasant—your reward satisfactory.—*Modified from the Connecticut C. S. Journal.*

SCHOOL HOUSES AS WAY-MARKS.

A correspondent from Berea writes that school houses generally have an intolerable sameness, looking as if they were cut out by the same pattern, and made at the same shop. They are too easily recognized. They should have as much pleasing variety as the private houses which adorn our delightful land. There should be something about them different from those monotonous and dreary circumstances which now surround them every where here. If men would build them more nearly to resemble their own homes, going to school would be robbed of half of its irksomeness. Those boys and girls who have pleasant homes, would hardly realize their absence from them, and the children of poor or untasteful parents would enjoy the privilege of spending a portion of each day where their love of beauty and propriety would be gratified and increased. We would say that Ohio stands preeminent for the improvement made in the style and comfort of common and union school houses. The great outcry of grumblers since the passage of the revised school law has been caused by the Boards of Education having obtained the opportunity to tax the people for better school buildings, and for fear that the opportunity might not last long, have expended in some cases beyond a reasonable sum. Good houses, commodious and well ventilated, have been the result, and neighborhoods have been improved morally and economically a thousand fold by the expenditure. Under the old foggy system, so long in vogue, not a dime could be expended in consequence of some consequential self-important individual, the casual holder of some property which would be valueless to him or any body else if not made available by the vicinity of a laboring, cultivated and moral population, for whom school houses and meeting houses are indispensable.—*Ohio Journal of Education.*

VISIT YOUR SCHOOLS.

You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, geography is tedious, arithmetic is a bore, reading is horrid, writing is her special abomination. If she speaks of either at the table she is hushed up. You talk of stocks and senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, and in what they excel. See who sits next them in the school-room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but be interested in them, and then you cannot possibly avoid talking of them. Making these matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means, then visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off.—*Pittsburg Visitor.*

EVIL OF ABSENCE AND TRUANCY FROM SCHOOL.

A child permitted to be entirely absent from school not only loses advantages which, if improved, might make him happy and useful to the society in which he lives; he contracts a distaste for application, and learns to love ignorance and stupidity. He becomes yearly less and less inclined to any intellectual effort, and more and more ready to be made the dupe of the designing, the tool of the demagogue, the instrument of fanaticism and discord. And furthermore, he is in in-