

No teacher can exercise an intelligent discipline until he has mastered all the mysterious windings of child nature, so complicated, so varied and so full of beauty to the appreciative observer. "The ingenious Edison, it is said, will sit all day long, brooding over nature's laws and actions, and, in his inspired moments, with magic wand, will summon those inscrutable powers, charmed at his master call, to play their fantastic tricks at his bidding. Just so in the innocent, simple child may be discovered snapes and powers divine which the skilful teacher may manipulate at will. Children are found to vary much in their capacities and sensibilities. Some are dull and sluggish; others are bright and active. Some are precocious in their studies; others are provokingly stupid. Some are bold and fearless; others are weak and timid. Some are coarse grained and corrupt; others are gentle, refined, and pure. There is no Persian code, then, that can with any justice be made to regulate such opposite natures, therefore the greatest care should be taken by the teacher to adapt his encouragements, reproofs and punishments to the exigencies of each case. Those who are gross and little affected by praise or blame require firm and rigorous measures, but it is cruelty and nothing else to be equally severe with those of a more delicate organism, to whom "a harsh word or cross look will often sadden the young face and fill the eye with tears." This is a beautiful trait from which the teacher may learn the power of gentleness and perceive how potent in youthful minds is the strength of well directed authority.

It is a common error with a teacher to show a chilly reserve in his relations with his pupils, thinking thus to inspire an awe of his majesty, but which in doing this will also alienate their sympathy. Geniality, not gross and grovelling, but quiet and friendly, tending to engender mutual good feeling and disarm hostility, brings him into closer and happier relations with their dispositions, and then by his own potent example, may inculcate into their minds his riper virtues. He should not disdain, then, to show a pleasant face at their fun and jokes, and participate in their outdoor games. By this means alone, can he discover their true habits, and check the spread of the seeds of evil sown by the vicious, the dishonest, and the untruthful.

The teacher in the discharge of his duties should not neglect to cultivate those external accomplishments which go so far to make up what is called a gentleman. The poor dominie has always been a butt for the shafts of wit as much in the days of Horace and Goldsmith as now. He knows they say that two and two make four to a demonstration, and can parse tweedle-dum and tweedle-dee as well as any Cobbett; but put him into the world and take away his logarithms and syntax and he is a helpless, lost man. This derision by the social hon-tons and town flunkies may be enjoyed by the superficial, but it is only the rough exterior they see and not the jewel within. From the circumscribed nature of the teacher's duties, he often acquires a singular and narrow manner, which, considering his general worth, associates unjustly with the name pedagogue, quite an offensive idea. But I am wandering from the subject. What I wished to say, was that children are easily influenced by appearances, and the personal authority of one with a noble bearing, with an erect and lofty carriage, a pleasing address, a graceful and unfaltering speech, and a keen penetrating glance, will be altogether different to that of the careless, awkward, sloven, with a vulgar speech, full of old mother saws, whose lounging gait, and listless manner, with no fire in his eye nor command in his tone, soon render both him and his office despicable. It is a true saying that the teacher makes the school. In it is reflected with mirror-like clearness his own true character. Not only can its system and order be determined by his own level head and strong mind, but the good feeling, honor, honesty, and virtue,

in every shape will largely be the counterpart of his own moral stamina.

There are none, not even the parents, whose influence is so potent for good or evil as that of public school teachers. They are the primal laborers in the vineyard of humanity. On the teacher's work in the aggregate largely depends the condition of the succeeding generation. To his individual duty, then, let each one devote himself, with ardor and with love. His reward, apart from mere fleeting salary and position, is as lasting as humanity itself.

Once might have been seen, in old Moscow, throng upon throng of eager people, crowding round where a bell was being made, Mothers, maidens, children, old and stalwart men were there. Mothers came with heavy plate, maidens brought their glittering jewels, children their gaudy trinkets, and men their heavy wealth, to richen the mellow tones of the great bell. Each one throws in his gift with a blessing, and soon the precious metals are a seething liquid, intermingled. When the great mass comes forth moulded, and hangs in its high tower, that mighty throng is hushed with awe and gladness. Soon is heard, by all, that bell pour forth its magic sounds, sometimes as rolling thunder in the distance; again they hear it, tinkling like the far off winter bells, and anon with sweeter symphonies, like the murmur of the gentle evening zephyrs. There they stand, entranced, when with one glad shout they rend the air in honor of the bell, till heaven's vaulted roof re-echoes back its praises. Why are they so joyful? Did they not make it? Does not each one of them feel that his own gift added sweetness to its tones? Why should they not be glad then? It is their work, and right well may they rejoice to hear it ringing out their noble bounty, for now and forever. So a band of noble hearted teachers, who have thrown their life, their love, their whole ambition, into the mould that forms the character of youth, will hear their praises ringing down the ages, just as that grand old bell rang out their deed to the happy company that day in ancient Moscow. Let the teacher then buckle to his work. His labors, like the widening circle of the pebble's, rippled on the calm waters, will act and react on humanity to come, until time is no more. His motto might well be "Pingo eternitatem," I paint for eternity.

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on one side only, and properly paged to prevent mistakes. They must be received on or before the 20th of the month to secure notice in the succeeding issue, and must be accompanied by the correspondents' names and addresses.

NOTE ON TEACHING HORNER'S METHOD OF DIVISION.

The following method of teaching Horner's Synthetic Division has occurred to us. It has the advantage of shewing the learner the relation the short method bears to ordinary division, what terms are omitted in the former, and that the former is merely a more compact arrangement of the work of the latter with the omission of certain terms.

Place on the board an example such as the following:

$$\begin{array}{r}
 x^2 - 8x + 2 \mid 8x^5 - 5x^4 + 4x^3 + 8x^2 - 5x + 2(8x^3 + 4x^2 + 10x + 25) \\
 \underline{8x^5 - 9x^4 + 6x^3} \\
 4x^4 - 2x^3 + 3x^2 \\
 \underline{4x^4 - 12x^3 + 8x^2} \\
 10x^3 - 5x^2 - 5x \\
 \underline{10x^3 - 30x^2 + 20x} \\
 25x^2 - 25x + 2 \\
 \underline{25x^2 - 75x + 50} \\
 50x - 48
 \end{array}$$