

efficient and useful teacher, however, is the union in the same person of the *sauviter in modo* and *fortiter in re*. It is true that this is a cardinal qualification in the teacher that he should love children; that he should be happy in the midst of them; and, especially if a teacher of the poorer classes, that he should not be repelled by their rudeness of manners, should not feel discouraged by their ignorance, harrassed by their blunders, nor teased and annoyed by their questions. He should have a heart which can sympathise with the ingenuous innocence which he will find light up the countenances of some, at least, of his pupils. He should also be capable of contemplating, in a Christian spirit, the troubles incident to them, the sufferings they endure, the temptations which surround them, the dangers which threaten them. It is right, we say, that the teacher should be cognisant with such facts as these, and should cultivate such a disposition as would enable him feelingly to appreciate them. Still, with all this, we hold that the teacher must be very careful to maintain his authority. Great friendliness of manner and serenity of temper in the teacher are like sweetmeats to the children—very agreeable; but a proper degree of firmness and vigour is the seasoning which preserves the fruit from spoiling, and renders it wholesome and nourishing. The experienced teacher knows, that though he may occasionally unbend, and say a pleasant or funny thing to the children, it will not do to allow them to do the same, and to take liberties with him; and he will carefully repress any approach to anything of the kind on their parts. Children quite understand when they are told, in a certain tone, "that it is not right; you must not do so."

By continual loud talking, scolding, and threatening, many parents, and perhaps some teachers too, lose their authority over the children. To those who think that discipline cannot be of too mild a form, we should suggest the consideration of the following sentences of Luther's:—"Our boys should be educated strictly and firmly, not triflingly and playfully, as some do. They should be taught to do with little—without luxuries or superfluities of any kind; to love work, to bear fatigue, to shrink from no necessary labour; all which they will most probably find useful in their everyday life. The virtues in which we ought to train them are, the fear of God, industry, love of country, moderation, courage, and modesty. With such weapons, they are equipped for whatever conflict they may have to encounter, for they will thus have 'a sound mind in a sound body.'"—*English Journal of Education.*

EDUCATIONAL CALENDAR, 1862.

1862.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY ..	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
FEBRUARY ..	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	
MARCH ..	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
APRIL ..	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
MAY ..	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
JUNE ..	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

Miscellaneous.

"WAITING FOR AN ANSWER."

A late number of *Punch* has peculiar interest. Its principal feature is a fine engraving of Britannia, looking over the sea, in a sad yet stern mood; her arms by her side all ready; her hand on a lanyard, ready to fire off a cannon, pointing at America. Underneath is a single line,— "Waiting for an answer." On the opposite page are the following powerful lines, which undoubtedly well reflect the feeling of the British nation:

Britannia waits an answer. Sad and stern,  
Her weapons ready, but unsheathed they lie;  
In her deep eye suppressed, the lightnings burn,  
Still the war signal waits her word to fly.

Wrong has been done that flag whose stainless folds  
Have carried freedom wheresoe'er they flew;  
She knows sharp words fit slaves and shrewish scolds,  
She but bids those who can, that wrong undo!

She has been patient; will be patient still.  
Who more than she knows war, its curse and woe!  
Harsh words, scant courtesy, loud mouthed ill-will  
She meets, as rock meets ocean's fretful flow.

All wars she knows drags horrors in its train,  
Whatever the foes, the cause for which they stand;  
But worst of all the war that leaves the stain  
Of brother's blood upon a brother's hand.

The war that brings two mighty powers in shock,  
Powers 'tween whom fair commerce shared her crown  
By kinship knit, and interest's golden lock—  
One blood, one speech, one past of old renown.

All this she feels, and therefore sad of cheer,  
She waits an answer from across the sea:  
Yet hath her sadness no alloy of fear,  
No thought to count the cost, what it may be.

Dishonour hath no equipoise in gold,  
No equipoise in blood, in loss, in pain:  
Till they whom force has ta'en from 'neath the fold  
Of her proud flag, stand 'neath its fold again.

She was in arms; and in her cause is safe;  
Not fearing war, yet hoping peace the end,  
Nor heeding those her mood who'd check or chafe;  
The right she seeks—the right God will defend!

Educational Intelligence.

— TRINITY COLLEGE CONVOCATION.—The annual convocation of the University of Trinity College was held in the hall appropriated for that purpose. There was a large attendance of the friends of the institution, including many ladies. The Hon Sir J. B. Robinson, Bart., Chancellor of the University, presided; on his right sat the Hon. and Rt. Revd. the Lord Bishop of Toronto, and the Ven. the Archdeacon of York; and on his left, the Rev. Mr. Whittaker, Provost of the University. The following degrees were conferred: B. A.—Lewis Hamilton Evans, Richard Harrison, Thomas William Allen, Gustavus Alexander Anderson, John Gilbert Armstrong, Henry Brent, George Armstrong Bull, William Logan, Henry Edward Plees, Elam Rush Stimson, John Wilson, John Bell Worrell, James Henry Ball, Elmes Henderson, John Edward Kennedy, Charles Albert Mittleberger. M.A.—Richard Sanders, Donald Ion Forbes McLeod, William Fleming, Ephraim Patterson. M.D. *ad eundem*.—Beverly R. Morris, Trinity College, Dublin. M.A. *ad eundem*.—Edward Henry Dewar, Exeter College, Oxford. The following students were matriculated:—Robert Henderson, first foundation scholar; Frederick Bethune, Cameron scholar; Thomas Smith Kennedy, second foundation scholar; George Frederick Harman, third foundation scholar; John Hamilton Jessup, fourth foundation scholar; John Robinson Cartwright, Richard Cleary, Hugh Cowper, Samuel Bruce Harman, Kearney Leonard Jones, Daniel George MacMartin, Donald Sherwood, William Westney. Jonathan William Acres passed the