

For the REVIEW

Suggestions.

The teacher should be enthusiastic, energetic, thus will he impress the pupils with the idea that the subjects taught in school are most important.

The teacher should avoid seeming to be cold and uninterested, and yet should guard against being nervous and excitable. Lively interest expresses what he should be. The teacher should not laugh at the mistakes of his pupils, nor draw attention to natural or acquired defects for the purpose of inducing ridicule.

The teacher should aim to induce inquiry. If he cannot always answer the questions elicited, let him acknowledge it, and set to work with the pupil to find out the answer.

The teacher should not be too ready to help a pupil out of a difficulty. The recitation is for the purpose of inciting pupils to think. If it fails in this it fails utterly.

The pupil should look forward to the recitation with something of the pleasure that an athlete looks forward to the field sports.

The teacher's manner should be such as would encourage the timid. These you have always with you, and they need your aid and sympathy more than any others in the school room. The teacher must remember that he is being constantly read by his pupils, he must therefore avoid all mannerisms, all vulgar practices, all things that cultivated persons should avoid, he should.

The teacher should not take up the subject as though it were an old story to him. Get all the new lights on your subject you can, and always come to the class with something fresh.

Be always prompt in calling and dismissing classes. The habit of punctuality and promptness is as necessary a part of education as a Latin declension. If class work is done promptly it becomes a habit with the pupil.

The teacher should show by his manner that his mind is on the answers the pupils give in forming other questions.

The teacher should show himself independent of the text book—should teach the subject, not the book.

The teacher should aim to reach the lower half of the class.

The teacher should not allow his attention to be given exclusively to one pupil, that others may feel themselves unnoticed—then is the opportunity for disorder.

Teachers govern your temper—never scold—never nag—be pleasant—be firm.

Do not take the time of recitation in reprimanding

pupils. Discipline by the eye, or a simple shake of the head. Leave reprimanding until the close of the session, then take the offender by himself.

The teacher should be watchful that his pupils use correct speech. Even in the arithmetic class you may teach English.

The teacher's own language should be well chosen. What you are in speech your pupils will probably become.

The teacher should remember that the pupil is daily reading his character, and as a rule forms a correct estimate; let him therefore have noble purposes in life and strive after the attainment of a noble character worthy the emulation of his pupils.

Unless the teacher is himself advancing, the pupils will not advance. As Dr. Arnold says, "All prefer to drink from a spring rather than a pond."

A teacher animated by a noble purpose in life, an unfeigned love for his pupils, a consuming desire for their moral as well as intellectual welfare, cannot fail to produce impressions for good, lasting as eternity.

To none are given so many opportunities for good as to the teacher. None performing their work in a merely perfunctory manner, will do so much harm as will the teacher.

Insufficient pecuniary as the rewards usually meted to teachers are, to the faithful will come the "well done."

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A Boy's Team.

Learn patience, boy, and self control,

You own a team that's full of fire

Two wayward steeds that draw your soul,

One's called Self Will and one, Desire.

With quivering limbs and tossing mane,

And flashing eyes behold them stand,

Just ready now for you to rein,

They wait the touch of your young hand.

O guide them, boys, 'tis this they need,

They'll bear you on to life or death,

They're fiercer as Arab's untrained steeds,

Or docile things as ever drew breath.

Hold fast, dear lad, nor let them slip,

Feed well, groom well, nor overload,

Urge on, but use no reckless whip,

And always keep the plain, straight road

This life may be one pleasant drive,

If thus you go at good sense rate,

Till at God's palace you arrive,

And hitch your team before the gate.

But reckless, random—on slap dash,

Wild as the winds—no guiding cheek

Ah—soon or late there comes the crash,

And you go down amid the wreck.

Sunny Hours.