

There may and there *will* be times when it will require all the self-government of a teacher to refrain from the use of harsh expression and acts. A pupil may be guilty of the grossest misconduct or of the most provoking impudence, and strongly excite the indignation of the teacher. Remember your tact. Let such a one be dealt with in a decided but calm manner, and the deserved punishment inflicted more in sorrow than in anger, and it will be doubly effective. View carefully all the circumstances, that you may in this as in other cases, as nearly as possible, say and do the right thing, at the right time, in the right way. Wisdom in planning and skill in performing are two great and essential elements of success in any undertaking, and emphatically so in the school-room. There is nothing that demands so much skill, judgment, and prudence in the teacher, as the proper mode and extent of rendering assistance to his pupils. He must know not only when and how to give, but, also when and how not to give, and still inspire a spirit of perseverance on the part of the scholar. The pupil must be constantly working towards his own success, and unless we secure his willing co-operation it is useless to look for this; and if the pupil's share in the work of education is to do the work assigned to him, the teacher's is to induce him to do it. A certain amount of compulsion will be necessary in this. There must be some pleasure associated with the work in the pupil's mind, and if he is made to feel a want before the way is pointed out in which it may be supplied, and be convinced that he can, by working, supply it, a great stimulus to labour will be given him in the hope of success. There is a great satisfaction in doing a thing for one's self, and the teacher does the pupil a lasting injury who takes this pleasure from him. Northend in

his work on "Teacher and Parent" gives some excellent hints and rules for the guidance of teachers in assisting their pupils, which I cannot do better than quote. They express better than any words I could use how much and how often help is to be given. He says:—"A teacher should devise means and adopt expedients to excite the curiosity and rouse the energies of his pupils. He should then endeavour to fix their attention and concentrate their awakened energies on the prescribed subject of inquiry and instruction. He should connect with his instruction as far as possible what is interesting and attractive, so that the associations formed in the minds of his pupils will leave them in love with the subject of investigation, and in the proper time bring them back to the pursuit with readiness and alacrity. He should exclude from his illustrations, as far as possible, everything calculated to divert the minds of his pupils from the principal subject of investigation. He should be careful that the awakened curiosity be not gratified too soon by unnecessary and superabundant aid, leaving no motive and no opportunity for effort on the part of his pupils; nor, on the other hand, be suffered to evaporate and end in despair for the want of timely and necessary aid to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing, enough of one with the other to guard against the pernicious effects of excess in either. He should prepare, select, or adapt his text-books with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as the immediate acquisition of knowledge. The pupil must be made to work, but he must work voluntarily, cheerfully, and with hope. Aided too much, his