

earliest days of our youth; succeeded by the noisy school-days, endeared to us by the recollection of so many old friends and associates. Of some, who have gone forth on the troubled stormy sea of life to win laurels of fame; of others, who have quietly settled down to a peaceful citizen's life; of others again whom the stern necessities of fate called away to their long home, and who have been consigned to rest in the calm, benevolent silence of the grave. A multitude of tender thoughts assail the heart on all sides, when we review the many days which have passed over our heads. We love, especially, to dwell for a long while upon some central figure among the many whose memory we revere. It is but just then that, after meditating for a while upon the character of my departed father, I should turn my thoughts elsewhere and devote a few moments to the memory of my Teacher, that one who did so much to prepare me for fighting life's battles. Oh! how distinctly do I remember the good man's character! A man of the old stamp of sturdy, practical educators of the young; plain in dress and habits and talk, strictly avoiding all superfluity of words, a severe disciplinarian, yet a good, fervent, kind hearted Christian. A man who devoted himself to his arduous task with all the force and energy of his soul; hard working, eager to frame his scholars into men and women, armed alike with sound knowledge and Christian piety.

Every morning at 9 o'clock, when his large congregation of scholars assembled within the spacious building, he rose behind his table and in simple but pathetic language, invoked God's blessing upon the labors of the day. How well he knew to touch the hearts of his pupils by his simple prayer, a prayer for all creeds and denominations, a Christian's appeal to his Maker, without distinction of sect, but embracing all believers of the Word in its folds. The prayer ended, the daily exercises were at once commenced. Throughout the whole proceedings we found him unalterably the same; conducting the exercises with the precision of a clockwork, always willing to give every requisite information, exceedingly kind in address and earnest though firm in his reprimands. He was a man whose language, when addressing a disobedient scholar, was wrought with such an air of tenderness and kind interest, with such an earnest appeal to the delinquent's good feelings, that all of us would greatly prefer a sound beating to being addressed by him in his plain, homely way. He had the secret of kindling in our hearts that consciousness of guilt, that feeling of regret, which the rod can and will never impart. And yet, he would sometimes inflict summary punishment, but it was with a feeling of sorrow for being placed in this painful necessity.

Years have passed since; the worthy man has laid down his burden of troubles; his earthly pilgrimage is at an end, and I fervently hope that he may have met with a full reward of his labours, in the new world where he preceded us.

A vast amount has already been said about the relation between the teachers and his pupils. Somewhat threadbare as the subject will perhaps be considered, I yet venture to devote to it a few lines—hoping that you will agree with me that "whole-some truths cannot be too often told."

Much, in this question, depends, of course, upon local influences, but taken as a whole, a Teacher of tact and ability can, in course of time, neutralize, or do away with these local impediments which retard the progress of his school.

Firstly, a teacher should be careful to make his pupils understand that since the very beginning, obedience is the only alternative. It is his duty, in opening a School, to address himself to the flock entrusted to his care. He should tell them that his mission is one of good will and peace, that he feels deeply interested in their welfare, has none but kind feelings for his young friends, that from their own conduct, the success of the school and, in fact, their future prosperity depends. But he should also tell them that, while good behaviour will receive its reward, and kindness will be the watchword, disobedience and bad conduct, in general, will be summarily punished. This will lead the scholars to understand their position, and to perceive that their Teacher is Master in the true sense of the word, without taking, however, of the nature of a tyrant.

Further, a Teacher must exercise his functions with strict impartiality. It is his duty to establish a good, consistently carried out discipline, and to be considerate in the treatment of his scholars. He should never spare pains to explain any given subject at sufficient length for making it comprehensible, nor should he scold a scholar for coming to the desk too often for information. Better for the boy to ask the requisite information than to mope away his time in idleness. In order to make a School house attractive, and thus, to give to it its real character, namely that of a place where genuine amusement and useful study go hand in hand, every teacher should be very kind with his scholars, but not familiar by any means. Kindness engenders respect and love, but familiarity—besides being altogether uncalled for—places both Teacher and pupil in a false position. A good deal of judgment and discretion must be exercised in bestowing praise upon industrious scholars. If any pupil really strives hard to make headway, every encouragement should be given. A few appropriate words of praise are good sometimes, but too much of it will awaken the vanity of the scholar, will lead him to assume an arrogant attitude and prove altogether detrimental to his best interests. A kind look from the Teacher—a prize at the Examination—are sufficient tokens of appreciation, but excessive meeds of

praise are calculated to engender jealousy in the minds of the other classmates, although intended by Teachers to excite ambition.

A Teacher cannot be too cautious in inflicting punishment. I have heard young and old Teachers threaten scholars with punishment, at least a dozen of times, without executing their resolution. This is very injudicious, as it learns the scholars to consider their Teacher's words as insignificant and devoid of meaning. A pupil can be reprimanded in a proper manner without the use of threats, but if admonition proves useless, stronger measures must of course be resorted to. But before applying the rod—as a last alternative—the delinquent should be addressed in firm, but polite language, "for a good word with the tongue will often have a better effect than a hard cut with the switch." It is the Teachers duty to appeal to the boy's better feelings, to picture for him the serious consequences his conduct will involve, and to make him sensible of the fact that, punishment, when inflicted, is a matter of painful necessity. Corporal punishment can, to a large extent, be superseded by earnest and conscientious admonition.

Sometimes, of course, an example is indispensable and even useful in order to check a growing spirit of disorder; but frequent repetitions will cause much evil and disorganize, rather than consolidate, a School.

The rules of the School must be strictly adhered to. A Teacher should conduct his flock strictly on his own principles. He must not allow himself to be influenced by outside advice, unless from his Superiors. Consistency is one of the incentives to success in the life of every man, no matter what his profession may be.

Some Teachers are very deficient in their treatment of troublesome scholars. A boy who has been recently punished, is apt to have the impression that his Teacher is greatly displeased with him, and will consequently feel reluctant to approach the desk for some information. In such cases it is highly reprehensible to frown at the young sinner for the sake of his past offences.—The Teacher should use him kindly, and the scholar will at once tell his comrades—in his own simple way—"that master is good-natured after all and does not entertain any grudge." A good Teacher will also consider it his duty to instruct his scholars in the necessary courtesies of life. It looks well to see a crowd of scholars, coming out of a school-house, disperse without any noisy demonstrations, and respectfully lift their caps to salute elder acquaintances. And yet, a great many Teachers neglect to impart these habits of politeness and good will. These different incidents in school life have not merely a passing importance.—Trivial as they seem to be, they ultimately strengthen the faith of the scholars in their Teacher and establish many relations between both, all of which combine to render a School successful.—It is absolutely necessary that a Teacher be a "chosen one" among the many; pious, sober, penetrated by a profound sentiment of duty, conscious of his responsibilities. He must endeavour to entertain as well as instruct his scholars; thus doing, he will make his school-house an abode of study and recreation, gathering treasures for the mind and soul.

In short, it is essential that any Teacher, no matter where his field labour may call him, shall devote himself to the discharge of his duties in all earnestness of mind, sincerity of heart, and with the firm resolution to do what is fair and justifiable in the eyes of his Maker. There are certain maxims and laws, which we cannot ignore with impunity. We must cheerfully accept the laws of creation, enacted by the greatest of Legislators, we must labour for the good cause, cheerfully shoulder our task, we must raise the standard of our glorious profession in anticipation of the reward which will not be denied us. I will now conclude! To exhaust the subject would occupy too much space. On another occasion the subject may be revived, till then, farewell!

J. W. GREVE,

New York, 13th July, 1871.

From the Journal of Education.

DEAR SIR,—There is an Exercise in the N. S. Arithmetic about the answer to which there has been much discussion. The Example is No. 20, of the "Miscellaneous Exercises," page 301. It seems to have been copied from Thomson's Arithmetic, and a rather ludicrous mistake made in transferring it.

Thomson's answer is, £784 ⁶⁷⁸¹⁹⁴/₁₃₂₁₀₀₉

The copyist has multiplied the pounds by 4, and both the numerator and denominator also by 4. The answer, therefore, as it stands in the N. S. Arithmetic, is \$3136 ²⁷¹²⁷⁷⁶/₃₃₂₁₀₃₆

and, correctly, \$3138 ¹²⁷⁰⁷⁵⁸/₁₃₂₁₀₀₉

The method by which I solve the exercise is this: Find the present worth of \$1.00, payable at the specified periods; viz.:

$\frac{1.00}{1.01\frac{1}{2}}$, $\frac{1.00}{1.03\frac{1}{2}}$, $\frac{1.00}{1.06\frac{1}{2}}$, $\frac{1.00}{1.08\frac{1}{2}}$, and these fractions, reduced and added, will give $\frac{132101900}{34554975}$. Then, state as $\frac{132101900}{34554975}$: \$4.00:

\$3000.00: Ans. \$3138 ¹²⁷⁰⁷⁵⁸/₁₃₂₁₀₀₉, which is, I think, the true ans.

By inserting the above in the JOURNAL, you will oblige,

Yours, truly, L. A.