

5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

Comment is unnecessary. These seven rules are the embodiment of the theory of teaching. Let them be graven upon the memory of every teacher.—*Educational Herald*.

2. THE SCHOOLMASTER'S ENCOURAGEMENTS.

But, after all, the highest source of encouragement to the Schoolmaster, under his arduous and responsible labours, is not of the earth, earthy. Your hindrances and difficulties lie upon the surface; but your chief encouragements lie remote from observation. They cannot be appreciated, and they cannot justly be appropriated, by the teacher who looks only to the present—who has no eye to the great future. It is a source of no little satisfaction to reflect that you are the pioneers of civilisation, that you are instrumental in improving the general tone of manners and feeling among the lower ranks of society; but the teacher who takes a right view of his work will look upon the children committed to his charge, not only as the future fathers and mothers of a new generation, but also as heirs of an immortal destiny, and his aim will be not simply to fit them to play their part well in this life present, but to instil into their minds, at an age when they are most susceptible of good impressions, those seeds of piety and religion which may bear fruit unto life eternal. And here, as in the matter of discipline, the Schoolmaster may, and ought, to act as a father towards his children. As the discipline of home is often wanting in judgment and discretion, often, alas, in love, so is the example in a religious point of view, in many cases, sadly defective, if not positively injurious. And if you are sometimes discouraged by the reflection that the good principles inculcated in the school are, in some cases, made of none effect by the evil example of home, or by the apathy and heedlessness of the children themselves, you may yet be hopeful that the seed cast upon the waters will be found after many days.

We, who visit the sick in their hour of felt spiritual need, can bear witness to the very great advantage it is to have had a foundation of sound religious instruction laid in early youth. The instruction conveyed may lie dormant for years, yet in many cases it will come back to the mind in a most wonderful manner, in all its freshness, with the superadded power of a new insight into its deep and heavenly meaning. The lessons of the school, which seem to have been wasted, like seed cast upon the stony ground, are stored up in the memory, and when the soil of the heart is softened by the trials and afflictions of maturer life, they take root and bring forth fruit. And in the hope of being instrumental in sowing this good seed in many youthful hearts, consists the highest and greatest encouragement of the diligent and conscientious Schoolmaster.

And here let me say, if you will pardon me for being somewhat didactic, and for trespassing, I fear, too far upon the time allotted for this meeting, that the effect of religious instruction upon the minds of the young must, humanly speaking, depend, not only upon the manner and spirit in which it is conveyed, but above all upon the personal character and example of the teacher. Children almost instinctively adopt the tone and sentiments of their elders, and especially must this be so in the case of their appointed instructors. And if it be said that, under the new system, the national Schoolmaster can hardly be expected to devote so much time as formerly to Bible instruction, inasmuch as it does not pay in examination, I would reply that the religious influence of which I am speaking does not depend upon mere knowledge of facts, nor can it properly be made the subject of examination. A knowledge of Bible facts, and, to a certain extent, of Gospel doctrines, is doubtless highly necessary; but the religious influence of a Master does not depend so much upon the amount of Biblical knowledge which he imparts, as upon the general tone of all his teaching. It is possible for a Schoolmaster, yea, it is his duty, to teach common things religiously, not, I mean, by interspersing the ordinary lessons of the school on all occasions with remarks of a religious kind, but by making children perceive, in a way to be felt rather than defined, that religion is the one thing needful, by that subtle and yet well understood influence which springs spontaneously from a mind that is really imbued with the love of God, and is under the influence of His Holy Spirit. If we aim at too much in the religious training of children, we overshoot the mark, and run the risk of giving them a distaste for religion. They should be led to feel that it is incompatible neither with cheerfulness nor with manliness, and that godliness has the promise of the life that now is, as well as of that which is to come. Let the teacher seek to train his pupils in habits of obedience, reverence, and truthfulness; let him seek to convince them that these things are noble and lovely in themselves,

as well as of good report; let him conduct the ordinary work of the school on the principles which I have endeavoured to point out, and he will find his greatest encouragements in the testimony of a good conscience, and in the sure and certain hope that "his labour will not be in vain in the Lord."—*Rev. G. Jennings*.

3. ENCOURAGEMENT TO YOUNG TEACHERS.

Should any of you be called to the important trust of imparting instruction to small children, do not, I beseech you, look upon it with dread, as too many have; rather with delight, only fearing its immense responsibility. There is scope enough in the occupation to engage your richest talents, brightest fancy, keenest wits, and profoundest thoughts; especially should you answer all their questions, which you should always encourage them to ask, illustrative of the subject before them. It may require at times your most active ingenuity to occupy their thoughts and enkindle an enthusiasm; but when it is once enkindled, you will love nothing better than to watch the expanding germ, unfolding like the rose-bud. It will become a joy to you then to witness the simplicity manifested in their manner of receiving truth, and their artless way of imparting it. Besides there is a true grandeur in that mysterious growth and development of mind seen nowhere else so pure and plastic as with the simple hearted child.—*Wisconsin Jour. B.*

4. EIGHT METHODS OF SPELLING.

There are various methods to be used in putting out words and in spelling them.

1. The teacher gives a word to each scholar in turn, to be spelled orally. This is a common method, and when well used is a good one.

2. The first word in the lesson is given out by the teacher; the pupil repeats the word, spells it, and then goes on to spell the rest of the words in the lesson, in their order, without any further help from the teacher. The omission or the misplacing of any word is considered a mistake. The next pupil spells all the words in the same way, and so on through the class. This, on the whole, is an admirable method for young children; it disciplines the memory, promotes carefulness and accuracy, and accomplishes a great deal of work in a given time.

3. This is a slight modification of the preceding method, especially useful in a review. One scholar spells the first word, the next the second, and so on.

4. A dictation exercise. The teacher dictates a short sentence; the pupil repeats it, and then pronounces and spells the more difficult words, one by one. In this way the words are presented in motion, as French would say, that is, in their connection, as they are used in writing and speaking; though many honest words might well feel ashamed at finding themselves in such uncouth sentences as they often do.

5. A modification of the fourth method. The pupil, as the teacher gives him permission, rises at his desk, or steps forward so as to face the class; then calling upon some one by name, he dictates a sentence; this is to be repeated, and the difficult words in it spelled as before. Children are very generally interested in this exercise, especially when they are directed to introduce into their sentences words pronounced alike, but with different spelling and meaning, as: "He pries into every corner in search of the prize."

6. Choose sides and then continue spelling, either until all the pupils are ranged on one side, or as long as the time will permit. This method of conducting a spelling exercise, when wisely used, is a very good one, and decidedly so when you wish to have your scholars interested in a long review. The laws which govern the course of proceedings, when sides are chosen, are too well and generally known to be repeated here.

Thus far we have used oral exercises; let them now be wholly or in part written.

7. The method of writing words in a blank book, or on slate or blackboard, as described in a previous article.

8. A different word is given to each child to write on the blackboard. When the teacher, having gone through the class once in this way, putting out words, comes round again to the head of the class, the first pupil spells aloud the word he has written; another is assigned him; the same with the next pupil, and so on. When the class is not very large, and the teacher and scholars are all prompt and wide awake, this is a very good method.—*R. I. Schoolmaster*.

"Books are a part of man's prerogative;
In formal ink they thought and voices hold;
That we to them our solitude may give,
And make time present, travel that of old."—*Anon.*