

fallacy that a teacher's temper cannot be otherwise than soured by long experience in his profession. On the contrary, I firmly believe that if we fully appreciate our high calling, and teach in that noble, gentle, regal spirit of the one Great Teacher who lived and died long years ago, that instead of becoming seared our natures are softened, our sympathies deepened and enlarged by seeking the benefit of those whom the Divine Teacher delighted to own and bless. There are those who may be sceptically inclined on this point; but if we take kindness as our watchword doubt soon disappears. Yes! it is kindness which causes the machinery of the school-room to work without friction or confusion. It brings only sunshine and flowers, smooths the rough places, makes discipline easy, instruction delightful. Fear is the tyrant's weapon. To exercise authority, to enforce obedience; but the kind teacher needs no such relic of barbarism. Boys like a friend, not an overseer. Order, attention, obedience and earnest endeavours are all the outgrowth and immediate results of a desire to please such an instructor. If you have not yet experienced its efficacy take it unreservedly as the panacea for the petty annoyances which clog the current of every-day school-life. Then note the pleasure with which your pupils will anticipate your wishes, obey your gentle commands, and the smiling faces and expectant looks which greet your approach.

Like dew-drops falling on a flower
A teacher's words should be,
But never like the hailstone shower
That blights the blooming tree.
If Nature has not made the thread
Of intellect refined,
In vain we hammer at the head
To cultivate the mind.

But while we are kind, let us maintain a calm firmness in all circumstances, and never for one moment allow the idea that we will tolerate

anything unmanly, immoral, impure. Let us strive to reach the hearts and feelings of our scholars, and lead their thoughts, by daily intuitions, to the contemplation of the pure, the virtuous, the Godlike. Teach them to reverence the very name of the Deity, to hold in deep respect all holy things, and see in nature its all-wise Author. Teach them that

God hath a presence, and that you may see
In the fold of a flower, the leaf of the tree;
In the sun of the noonday, the star of the night;
In the storm-cloud of darkness, the rainbow of light;
In the waves of the ocean, the furrows of land;
In the mountains of granite, the atom of sand:
Turn where ye may, from the sky to the sod,
Where can ye gaze that ye see not a God?

If parents and teachers fully realized the importance of keeping these truths before the youthful mind, Infidelity, accursed child of Ignorance, would receive a lasting blow.

"No God! No God!" The simplest flower
That on the wild is found
Shrinks as it drinks its cup of dew,
And trembles at the sound.
"No God!" Astonished Echo cries
From out her cavern hoar;
And every wandering bird that flies
Reproves the atheist lore.

Opportunities are not rare and it costs little to daily drop a jewel into the immortal casket. Purity and temperance of speech should be practised and encouraged, and the very first approach to profanity nipped in the bud. Jeremy Taylor says:—"Nothing is greater sacrilege than to prostitute the great name of God to the petulance of an idle tongue." Washington, the illustrious child-hero, considered the foolish and wicked practice of profane cursing a vice so mean and low that every person of sense and character detests and despises it. Satan tempts men through their ambition, their cupidity or their appetite until he comes to the pro-