

passing by thy dwelling. Verily evils may be courted, may be wooed, and may be won by distrust; for the soil is ready for the seed, and suspicion hath coldly put aside the helping hand.—*Tupper*.

—One reason why we are so severe on the faults of others and so lenient to our own, is that we judge their action alone as the index of their regard for virtue—while we find in ourselves an infinite love of virtue, and an entire trust in our power, of following her, and we are so filled by this that we are but slightly shocked, when in any one instance we deviate from our well-known line of rectitude.—*Emerson*.

STAYING AFTER SCHOOL.—To remain after school-hours, as a practice, either to infuse a new life into the pupil, or for purposes of punishment, in our judgment is a measure that defeats its own ends. The teacher almost of necessity becomes nervous and irritable, as a result of already exhausted energy and disappointment, and the pupil is made restive under what he recognizes as an artificial restraint, becomes obstinate, observes the loss of power in the teacher, and is determined to defeat the object of his detention, and in a large majority of cases an issue at once arises between teacher and pupil, which could have been and ought to have been avoided.

We beg leave to offer to teachers a few practical hints as aids in the abolition of this nefarious practice:

1. Map out in your thought a thorough plan for each day's work. A well digested programme of exercises will be invaluable in this respect.

2. Make yourselves thoroughly familiar with the topics to be presented and studied each day, and their order, so that the mind may accommodate itself to the change of exercises.

3. Exemplify, each day in your work the great value of the motto, "A time for everything and everything in its time; never permitting one recitation or exercise to trespass upon the time of another."

4. Remember there are five days in a week and four weeks in a month, and that it is impossible to do in one month what in the nature of things will require three.

5. Cultivate the habit of finishing a task within a prescribed time and require the same of your pupils.

6. Never attempt to supplement or patch a recitation.—*Chicago Teacher*.

THE TEACHER'S VOICE.—Teachers, did you ever reflect on the kind and amount of influence lying in the compass of your voice? If not, stop and consider. The average pupil spends, say seven years of two hundred days each, five hours per day, or a total of seven thousand hours, under the constant sound of a teacher's voice. What effect must the character of your tones have upon him, estimated in the light of this long period? Does the character demand endurance, or give enjoyment?

There are teachers who make every utterance rebound to the well-being of the pupil; directing with quiet self-possession, instructing with cheerful zeal, commending wisely feeble, but well-intended effort, inspiring the laggard and hesitating with enthusiasm, checking and rebuking whatever is mean and selfish with a protest that finds its power, not so much in what it is said.

There are teachers too, who, from morning till night fret, snarl, *row*, irritate, and persecute. In every tone there is lurking a demon that arouses all the antagonism of the pupils, who send forth each his little imp to devise some fit retaliation for such torture. Like the sword of Damocles, threats seem poised in the air of the school-room, ready to be precipitated on each devoted head.

Imagine a child sitting, or wriggling, under a galling fire of such frets and threats, trying to forget ball and top, and to stub his weary way through *ab, eb*; then imagine a child gladly laying aside the fun and frolic of plays, to give himself up to the lead of a soul glowing with love, sympathy, and enthusiasm, which, with words fitly spoken, teaches the hideousness of wrong, the beauty of goodness, and from this vantage-ground imparts knowledge and educes wisdom. "Look on this picture, and then on that," to see the two extremes. Between these extremes are all shades of coloring.

Recalling the number of hours of school life, is it not obvious that a prodigious amount of pleasure and profit, or of misery and wrong, may result from the kind of voice habitual with the teacher?—*Chicago Teacher*.