

what he shall decide to make it. If the teacher enters in the morning with a gloomy countenance, and shows a discontented spirit, his pupils will be apt to be restless and wearisome; but, if, on the other hand, he is cheerful and shows a happy frame of mind and a kindness in every tone and movement, he will do much towards making the pupils contented and happy. How necessary, therefore, is the cultivation of all these kindly feelings and traits of heart, which are such an adornment to the whole life and character of the possessor, and which go far to render him a more agreeable companion and useful citizen. Only from a sincere love for his calling and a sincere desire to do good, with a kind and feeling heart, aided by a growing knowledge of the world, will the teacher gain the power, so much to be desired, of rendering himself more agreeable, and, what is of greater importance, of making study more pleasant to the children under his charge.

Tact is necessary in every department of school work—in discipline, government, recitations, assigning of lessons, and in the other duties of the school room. In fact, as was said before, nothing can be done successfully without it.

If there is any place on the surface of the earth where order is the first and last, and highest law, that place is the school-room—without it there can be no such thing as progress. While it is a fact that the true spirit of obedience and subordination will tend to the happiness of the young while in school, it is also true that it will prepare them for higher spheres of usefulness and happiness when manhood's cares and duties and responsibilities shall be assumed. With what earnestness, then, should every teacher ask himself the question "How can I best discipline the tender minds entrusted to my care and training?"

The greatest discretion must be used in classifying and governing the many minds, each differing from the other in disposition and attainments. There will be the idle and indifferent to arouse and urge onward, the diffident to encourage, the too forward to check and reprove. Besides these, there will be need of correcting and directing the whole, and imparting to all the spirit of inspiration and earnestness necessary in the pursuit of knowledge. Have few regulations and the justice and necessity of those obvious to the very youngest. Let the teacher be careful to say only what he means, and mean only what he says, and carry out firmly, decidedly, and kindly, every rule that he makes, and above all things let him be uniform in action, not saying or doing one thing one day and the opposite the next. Be self-controlled, kind, and determined, never letting the pupils see that they can vex you or make you lose your self-command. Be very sparing of the voice, for the more noise made in attempts to obtain order the more is needed, and order obtained at the expense of a great noise is usually of short duration. There are looks and tones of the voice which can awe into obedience more readily and completely than the most severe language of reproof and threatening. Individual character must be studied. To some a look or word of reproof will be more efficacious than the severest personal chastisement to others. Great tact must be used, as you see, in obtaining and keeping order; and one more suggestion may not be out of place here, and that is, that music is a valuable instrument in preserving order in a school. Try it. When you see the pupils becoming restless, listless, and dull, drop the work in hand and start some simple tune. If you have not already tried it you will be astonished to see how quickly and effectually good feeling is restored.