

method, there can be none as to the true aim of the teacher in all elocutionary exercises. It is to train the pupil to the clear and effective expression of thought. In order to do this the first requisite is that the selection contain thought worthy of study and expression. There may be great variety. Wit, argument, description, passion, all may come in turn. But let the teacher see to it that in every case, the selection is, if possible, a masterpiece of its kind. It is the pupil's model. Let it be fit to be a model in language, in style, in sentiment. There is no scarcity of material. The English language abounds in masterpieces. The selection made, the next step is to have it studied till thoroughly understood. This is the great, the one indispensable condition of all good reading or speaking. The reciter must have not only a general notion of the author's meaning, but a clear perception and appreciation of the drift and point of every sentence, the force of every argument. He must learn to see each shade of thought and the exact relation of each paragraph to the main point. This attained, interest and success are assured. Without it effective expression is impossible.

### Special Articles,

#### THE TEACHER'S SIDE OF THE QUESTION.

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Perhaps no workers are so constantly reminded of the responsibility of their work as teachers. Great men tell us that one eminent cause of their accomplishing great work was the impetus to earnest effort given by some faithful teacher in early days. We have men who claim they might have done great things had not the "genial current of their souls" been frozen by the discouraging words of some hard-working but impatient teacher. Besides these testimonies, and there is nothing more convincing than testimony, we have our periodicals, edited by some of the wisest in the land, to stimulate us in our mighty work; we have our Teacher's Conventions, where we meet and learn the truth of the proverb, "that as iron sharpeneth iron, so doth the face of a man his friends,"—all these, we have, and we are made to know by them that he who wants a life of ease must seek it in some other occupation; it does not await him in our profession.

I grant that too much can never be said on the responsibility of our work, on the importance of our remembering that we are constantly exerting an influence on our pupils, whether for good or evil, consciously or unconsciously. We have to allow there is still too much of time-serving lethargy and want of sympathy with our pupils on our part; too much negligence, disobedience and inclination to truancy on the children's part. The golden age has not arrived with us yet at any rate. But what I would like to say, as the title of my paper indicates, is something on the teacher's side of the question—something [that I think we might do to benefit ourselves, and indirectly our pupils; and I say it with all humility, for although I can boast a good term of service, it is short compared with those of many who are with us to-day.

I am sure you have heard it remarked that we are to be envied above all the working people, because of our short hours. People generally acknowledge that our work must necessarily be hard, and rather wearing; but then they tell us we have our afternoons and evenings, in which we may do what or how we like. If

to teach a school mean only to ask questions and receive answers from scholars for five hours of five days in the week, I grant we are fortunate. But it means infinitely more to us. What shall he said of the preparing of lessons, the setting and correcting of examination papers, the visiting of absentees, the interviews with the parents of delinquents, and the many other duties with which we are all acquainted? This is not all. How many teachers there are, especially the younger ones, who never forget their work at all, whose chief topic of conversation is their school and the unmanageable scholars in it. They never forget it, like the needlewoman of whom Tom Hood writes, who "over the buttons falls asleep and sews them on in a dream." They fall asleep while thinking of their difficulties, and in their dreams are trying to extricate themselves from them. They come to the schoolroom in the morning, and there is no novelty about it to them. The picture has never left their minds. They have been there all night in their dreams. This is not as it should be. What is the character of a day's work done by an over-anxious teacher of this class? It is marked by feverishness and restlessness rather than by strength. The scholars readily catch the restless, nervous manner of the teacher, if not his zeal, and the work is not satisfactory to either teacher or scholar, and if carried on the teacher must break down under stress of work. Now, we know that brain work seldom shortens the life of him who does it; but brain worry does. We all, no matter what our temperament, should try, for our own sakes, to know more of what it is to be "serene, and resolute, and calm, and still, and self-possessed." Then, about these hard-to-be-managed scholars, known to every teacher, no matter where he teaches, I do not think we should worry so much. I do not mean by an unmanageable pupil the active, fun-loving boy, always ready to make a laugh—no matter at whose expense—nor the lazy, good-natured boy, his own worst enemy. Who does not glory in trying to turn the activity of the one into right channels, and to urge the other, through his good nature, to work, if not for himself, to please those dearest to him? What credit is due a teacher for having a good school if all his pupils are willing to study anything, no matter how hard, without any impetus from him? It is an easy matter to teach a willing student. No: what I mean by a hard pupil is a stupid, disobedient one, never happy but when his will is in collision with that of some one else—one whom his parents hand over to you saying, "We can do nothing with him, but he must go to school; you take him." So we take him. We think he was badly managed, and we will try our "excellent way." So we try kindness, the force of suavity, try to "catch him with guile," by comparing him with others, and all avails nothing. Apparently he is as we found him. Now, I think we should not worry ourselves about a child of this character. If his parents, who, likely, are as conscientious as we in the matter, who know more about him and are more deeply interested in his welfare, have to acknowledge their inability to govern or reach the good in him, what can we do? I think a teacher, remembering his mission, should work long and patiently before he gives up a child—should try each art, reprove each dull delay—but there is a bound beyond which he should not pass. If a child has made up his mind that he will not learn, or he cannot do so, let him alone. He will learn, and perhaps not too late, that life is a harder school than the one whose teachings he rejected, and that in its battles only those who obey and who control themselves are on the winning side.

No teacher can afford to allow himself to get nervous, testy and fidgety, even if it be in trying to do the work of an evangelist. We must try to keep a sound mind in a sound body. We are expected to be always ready for action. We all know of noble men and women who have fallen in our ranks, whom God and nature meant