

impression which the child unconsciously receives from him, the value of which, if the teacher be a true man is incalculable.

Once again, if we get to know about the lives of our scholars individually, we shall constantly be able in our teaching to point a special lesson, or send an arrow direct home; at all events, to make our teaching more definite and practical, and thus avoid that vague general style that shoots about at random, without point or purpose. In short is it not in this direct, personal, individual dealing with each child that the grand means of the Sunday-school system consists, whereby the teacher, with his little flock around him, has in many respects mightier opportunities for good than even the minister possesses, whose work consists for the most part in ministering to the mass?

But it will naturally be asked, How is it possible to gain this intimate acquaintance with each child, when the teacher merely sees them, for a short hour or so once a-week, all together, and in the midst of a large school? I reply, it is not possible. I would not for a moment speak lightly of the good that might be done by teachers who can do no more than simply teach on the Sunday. By no means. They may do very much, and we cannot afford to dispense with their help; but it is well that it should be distinctly laid down that if a teacher would do his work thoroughly, if he would fully avail himself of the opportunities for good the work affords, if he would seek at all to realize the ideal that the leaders of the Sunday-school movement form, some work external to the school is absolutely necessary. This is not the place to enter upon the subject of Visiting; suffice it to say that it is by far the most important part of what may be called the indirect work of the teacher. For gaining the sympathy and interest of the children, for securing a full and attentive class, for getting a thorough and individual knowledge of the children, for extending the blessings of the Sunday-school far beyond the limits of the school itself, the practice of visiting at the homes of the scholars is of value untold. Besides this, the earnest teacher will find many opportunities of reaching the hearts of his children and gaining their sympathy; an occasional walk, a game of cricket, an invitation to the teacher's home, and exchange of letters during holidays, are a few of the means that we sometimes see employed by zealous teachers, who feel that to confine their efforts to the actual Sunday teaching would be to leave a large portion of the work undone.

The opinion seems to be held by some that it is not wise for a teacher to be on terms of two great intimacy with his scholars—that there is a danger, if he join them in their sports, for example, contending on equal terms with them, or have much personal intercourse with them, that he will lose their respect or lower his position in their eyes. But there can be but little doubt that this is an utterly false notion. The esteem and affection which can only be sustained by the object of it keeping at a dignified distance—which is unable to bear the test of close and personal scrutiny—cannot be worth much. See what Dr. Arnold's views on this matter were. "I should say, have your pupils a good deal with you, and be as familiar with them as you possibly can. I did this continually more and more before I left Laleham, going to bathe with them, leaping and all other gymnastic exercises within my capacity, and sometimes sailing or rowing with them. They, I believe, always liked it, and I enjoyed myself like a boy, and found myself constantly the better for it." (Vol. I., p. 29.) Undoubtedly the more the children know of us, and the greater the variety of circumstances under which they see us, the greater need is, there for circumspection on our part, for they observe us closely and many teachers lose much influence by not regarding this.

2. HOW TO MAKE SCHOOL PLEASANT.

There are many methods of making school pleasant and school duties interesting. The first thing to be done is to make the interior of the school-room attractive. Bare walls and staring windows are repulsive and forbidding in appearance. No pains should be spared in adorning them. Many, and in fact most of our country school-houses are unfurnished; that is, they contain no maps, globes, or other school apparatus; hence it falls upon teachers either to teach with such surroundings, or furnish better themselves. The true teacher never hesitates. He realizes that time and money spent in the interests of his school are time well spent, and money well invested. Any school-room, no matter how bare or unattractive, can be made pleasant with but little expense. Wall maps can be made by the teacher. Pictures cost but little. Curtains made of calico are inexpensive. The blackboards can be kept in good condition; agents seldom refuse to paint these. Mottoes add much to the looks of a school-room, and exert a powerful influence upon the minds of children. They may be made with stencil letters. An alphabet of these costs but little. Strips of paper which will answer to print on

can be procured at any milliner's shop. The following are good mottoes:—"Knowledge is Power;" "Work and Win;" "Never Give Up;" "Books are but Helps;" "Not how Much, but how Well;" "Improve the Time;" "Learning is Better than Wealth;" "Youth is the Time to Learn."

During the summer, the school-room can be trimmed very nicely with oak leaves and evergreens. Wreaths may be made on wire, mottoes on pasteboard, and the walls festooned with trimming. Nothing is prettier than such ornaments, but in the winter season the material is not so easily obtained. The work of adornment should not interfere with the work of instruction. Teaching should be the primary object; all other things should be secondary.

After the room has been made pleasant, then the exercises conducted in the room should be made interesting. Aside from the class recitations, there are many general exercises which tend to interest pupils. It is a good plan to appoint school-officers, who shall have certain duties to perform; for instance, have a school secretary, whose business shall be to keep a record of important transactions. Call the book in which he keeps this record the School Journal. Have number and names of visitors, names of those who whisper, etc., recorded. Have monitors of neatness, whose business shall be to see that the floor is kept clean and neat, and that the school-room is kept in order. Other officers may be appointed to pass water, writing-books, etc. Teachers should make it a practice of reading interesting articles to their scholars. Children like to hear stories either told or read, and the wise teacher often thus amuses his pupils. Children will gladly remain a short time after the regular school hours, if by so doing they can listen to a good story. A school periodical is an excellent thing to read from, and may be made very easily in the form of a scrap-book. The children should be invited to hand in contributions, either selected or original. Some pupil may be appointed as editor, or the teacher can act as such. There are many other general exercises with which most teachers are familiar, such as drawing, object lessons, musical exercises, etc., all of which have a tendency to please and instruct pupils. Any method which serves to enkindle enthusiasm and interest in school duties, should be gladly welcomed by teachers, and it is to be hoped that ere long such methods will be more generally introduced into our schools.—*Eliza H. Morton, in Maine Journal of Education.*

3. VALUE OF THE MORNING HOURS.

Tom Jones was a little fellow, and not so quick to learn as some boys, but nobody in the class could beat him in his lessons. He rarely missed in geography, never in spelling, and his arithmetic was always correctly done; as for his reading, no other boy improved like him. The boys were fairly angry with him sometimes, he outdid them so. "Why, Tom, where do you learn your lessons? You don't study in school more than the other boys."

"I rise early in the morning and study two hours before breakfast," answered Tom.

Ah, that is it. "The morning hour has gold in its mouth." There is a little garden near us, which is the prettiest and most plentiful little spot in all the neighbourhood. The earliest radishes, peas, strawberries, tomatoes grow there. It supplies the family with vegetables besides some for the market. If anybody wants flowers that garden is sure for the sweetest roses, pinks, and "all sorts without number." The soil we used to think was poor and rocky, besides being exposed to the north wind; and the owner is a busy business man all day, yet he never hires.

"How do you make so much out of your little garden?" "I give my mornings to it," answered the owner; "and I don't know which is the most benefited by my work, my garden or I."

Ah, "the morning hour has gold in its mouth."

4. POWER AND USE OF MUSIC IN SCHOOLS.

What an auxiliary music is to the teacher, brightening up dull faces, inspiring cheerfulness that becomes an impetus to labour, softening and soothing nervous irritation, often so difficult to contend against, which has been excited by the crowded school, impatient under the restraint and monotony of position and occupation! Think, too, of each child frequently going home at night, like the honey-laden bee, with a gay little song to charm the weary father's heart; a lullaby which, sung over the baby's cradle, shall soothe the mother's spirit while it closes baby's eyes; holy hymns that shall make the very roof-tree a better shelter for hearts beneath it. Thus the influence of the public school goes out blessing and blest; and we gather sheaves of joy to hold close to humble hearts, thankful that we may be permitted to aid in making the world happier and better, as well as wiser; that we, too,