

solutely necessary that the teacher give the subject some fore-thought, in order that he may not enter upon the discharge of his onerous duties without a plan, and that he may perform the greatest possible amount of work, and create a proper impression on the minds of those under his charge. Pupils come full of interest in the proceedings of the school, and if the teacher manage matters judiciously they will at once without exception enter with alacrity on everything he proposes to do; but if he has nothing special to engage their attention, they either become dull and inattentive, or they invent something for their own diversion, and employ their time in a manner wholly at variance with the end and aim of education.

Much of the teacher's reputation as a competent and efficient instructor depends upon the impression he makes on his pupils directly, and on the community indirectly, by the *modus operandi* of his school-room, the first day. We once knew a teacher who permitted his pupils to do and act as they pleased on the first day of the term, but after that subjected them to rigid discipline. What the object was in doing so we are unable to conjecture, but the method was evidently a faulty one. By such a system the teacher not only makes himself unpopular with the pupils or parents, but ever after labors under the difficulty of erasing the first impression. It is recommended by Page that in order to be sure of a successful beginning, the teacher should go into the district a few days before the school opens. Much good can undoubtedly be accomplished by this method. The teacher will gain an acquaintance with the directors and parents of the district and through them learn the various difficulties to be overcome. The modes of government and the organization of the school under the care of his predecessors will be communicated. In some cases it would not perhaps be politic to follow his plan, but as a general practice it is certainly of much practical benefit, if adhered to. It costs nothing to make a trial.—*Pottsville Dem. Standard.*

A. M. RAUB.

2. PUNCTUALITY IN SCHOOL.

There is no principal of action that is more commendable in a scholar, than punctuality. Every thing in its time and just at the time, should be the motto of every teacher and scholar, and is as important as "a place for everything, and everything in its place." After the routine of duties performed at their proper time becomes a habit, it is actually a pleasure. The school-boy who prides himself on being regular at school and prompt on the recitation bench, relishes his task much better and is happier than he who indulges in his idleness and is always behind. The necessity of sending scholars punctually to school is often too lightly regarded by parents. They do not consider that an hour's absence in the morning deprives them of their most important recitation, or their best hour for study. How much time might be saved by using all those little *moments* thus thrown away, and if they were applied in a right manner how much would be accomplished. Much more depends upon this habit than is generally supposed. Its relation to ultimate success in life is that which cultivation sustains to the farmer's crops. It was one of the most carefully cultivated habits of Sir Walter Scott; otherwise he would have been unable to perform such an enormous amount of literary labor. So rigorous was Washington in his habit, that he would not waste the space of five minutes even in waiting for his guests at dinner, and in all things he made it a rule to be punctual. The most efficient warriors, the most eminent statesmen and the most noble specimens of humanity, have become great by economising time and performing their work at its proper period. If punctuality then has such a bearing on the character, it should be the motto of every scholar, and enter largely into both the theory and practice of teaching.—*Bradford Argus.*

3. APPLICATION TO STUDY.

Among the greatest mistakes made by the teacher, is neglecting to insist on proper application in study. In short there is no one thing connected with the duties of the teacher which would add so much to the utility of our schools, as an undeviating course on his part in requiring from each pupil the performance, each day, of some specific duty. These lessons should be definitely assigned, the time for their recitation specifically fixed, and then nothing but a *bona fide* excuse should be received for their non-performance. No such excuse as "I haven't got it," or, "I didn't get here in time;" or, "I lost my pencil, or my slate, or my book, or a thousand other pretenses of a kindred nature, should be received, unless it is clearly evident that there is a good reason for not having it, for being late, for losing books and pencils, or for being careless and forgetting the limits of the lesson. It is absolutely necessary for the future prosperity and happiness of our country, for the establishment of justice and knowledge throughout the world, and for the maintenance and progress of civilization and refinement, that the rising generation should be thoroughly and systematically educated. This can only

be attained by diligent, untiring study. Consequently it is the duty of the teacher, to impress upon the mind of the child, the great importance of application and perseverance, and to keep him so engaged as to rivet upon his nature a habit a *burning desire*, for a steady, industrious career in life, while at the same time he imprints upon his mind the principles of science. The teacher, then, should fully understand and duly appreciate the great responsibilities connected with his profession; "*he is to rule over, and mould immortal minds.*"

But we are asked how can the teacher effect this? How can he in every case, accomplish so difficult, yes, almost impossible a task? Of course every teacher has his own way of doing it; some have their way of doing it.

Is it done altogether by suasion or entirely by punishment? Most certainly by neither alone.—They, and all other means of controlling and directing youthful minds, will, according to the circumstances and dispositions of the child, be found indispensably necessary to accomplish, in every case, the desired end.

We are not all created with like dispositions and natures; neither can all be acted upon by like agencies with the same effect. Minds are different and must be differently dealt with, in order to bring about the same results. Teachers, then, should always insist on the greatest amount of study compatible with the physical well being of the child—ever remember that "Satan still some mischief finds for idle hands to do." To accomplish this he can be the servile slave of any particular system, for he never can be the *slave and master too*. "Moral suasion" is good in its place, but it never can always be efficacious by altogether supplanting the rod; for, said Solomon "He that spareth the rod, spoileth his son, but he that loveth him, chasteneth him betimes." The duties of the parent and teacher in governing the child are virtually the same.—*Bradford Argus.*

4. SCHOLARS DIARIES.

The great point in the teaching of the present day is that it is *intelligent teaching*; and teachers and educationists rack their brain in search of each and everything which will make school-keeping any thing like that "delightful task" which the poet so fancifully describes. I know no better aid thereto than by all schoolmasters encouraging their elder children to keep diaries; not superbly ruled and bound ones, but merely plain paper sewed into a strong cover. The good they will do will be incalculable. The plan will foster habits of thought and observation, and will be a great aid towards attaining three very important things,—good spelling, composition, and neatness.—J. SAGAN, in *English Monthly Paper.*

5. DIFFICULTIES OF THE ADVANCED TEACHER.

The teacher who has to deal with more advanced scholars, and whom we may suppose to have had some experience in the work, finds difficulties perhaps as serious and discouraging as the young teacher, though of a different character. He must not be surprised if he be not *conscious* of much progressive increase of power and skill. The truth is, that each advance in experience unfolds to us new proofs of our weakness and ignorance. The more we know, the more we are conscious of the vastness of the unknown. The more skillful we grow in some respects, the more we feel our want of skill in other ways. Dr. Chalmers beautifully illustrated this truth by drawing a circle upon a board, and showing that the larger the circumference of light, the larger also was the enclosing of darkness. And if this be true of human knowledge, how much more so in regard to that Divine truth, which it is the teacher's high calling to impart to others. I think it has been recorded of some eminent physician, that after extensive experience in his profession he made an observation of this kind:—"When I began practice, I could name twenty remedies for every disease; but now I can tell you of twenty diseases for which I know no remedy." But the measuring of our own ignorance is a real advance in knowledge; "for if any man thinketh that he knoweth anything, he knoweth nothing yet as he ought."

Let us come however more closely to the practical part of our subject. The care of an advanced class requires, in some respects, more skill on the part of the teacher than that of a younger class. There is a greater risk attending any want of fair qualification for his duties. It is therefore necessary to select such teachers with some care. The retention of senior scholars will mainly depend upon the estimation in which the classes destined for them are held. Some knowledge of human nature is needed, and some skill in dealing with the weaknesses of young people, so as to maintain order and discipline in the class without undue strictness. The teacher must not deal too roughly even with the self-conceit, or affection, or unreasonable expectations, which may often annoy him. Young people are very sensitive to anything which affects their standing with their companions. A fault may sometimes be wisely passed