

doubt his ability to do all that should be expected of him.

It should be always remembered that you have put the teacher instead of yourself, and that he has, in his six or seven hours per day, the same authority over the pupils that you yourself exercise at home, and that you cannot for the pending time nullify or recall that authority. Your sceptre is, by our laws, made potent up to the limit of the school grounds. Once over that line during school hours the child becomes a pupil and is beyond your authority.

And yet as your representative in the school room he is doubtless under obligation to consider your wishes and yield to them, just so far as in his judgement is consistent with the highest good of all concerned. This relation naturally indicates the propriety of mutual forbearance and of the utmost consideration for each others feelings, and the great advantage of a practical carrying out of the "Golden Rule" cannot but be obvious to all.

In order to assure ourselves that our ordinary business is properly done we are in the habit of watching narrowly the management of such parts as we commit to the hands of others. If we hire a man to build a house we scan closely the quality of the material employed, and also the manner of putting together, and every step of the process from the cellar to the garret is sedulously watched in order that when finished it may be thoroughly done and well adapted to the purpose intended.

We should remember that a mistake in the finishing or adaptation of a building can be remedied, while an error in our education is the error of a lifetime, and is almost if not altogether beyond remedy. It is a well known fact that a school is usually successful just in proportion to the interest manifested by the patrons.

Another duty the parent owes to both teacher and pupil is to furnish for the school a suitable building with appropriate surroundings. The mind is so constituted by its good Author, that Chameleon like, it takes its hue to some extent from contiguous objects, and especially is the

plastic mind of the child influenced by the character of the place where he is required to spend so many of his juvenile hours. We recognize this fact at home, and therefore our residences are surrounded with trees, shrubs, plants, flowers, &c.; and our children learn to respect and love them. Our dwellings are also adorned with works of art and a variety of objects pleasant to the eye and elevating to the taste and they learn to demean themselves appropriately to the place. But it is urged forsooth, that the school house is the place where juvenile humanity runs wild and that to attempt to surround it with pleasing objects would be only "casting pearls before swine," that such things would be demolished by the children in the mere wantonness of sport.

Men know how to adapt their manners to the place. Children do the same thing almost by intentions. At home they are taught to seek an appropriate place if they wish for a romp by way of giving vent to the exuberant spirits of childhood, and the appositeness of employment to place soon becomes as obvious to them as to older persons.

Let the people build school houses such as school houses should be, and fit them up with appropriate and convenient surroundings, such as any man of taste would consider indispensable at home, then say to the teacher it is your business to see that this is not damaged, and you will be sustained in so doing, and my word for it, there would be but one voice from the teachers of the land, "we will do it."

Were I to have a model school, house in which to keep a model school, I would have it strictly plain but neat and tasteful, both without and within—surrounded by grounds carefully laid out, planted with trees and shrubbery and well fenced. The steps should be provided with scrapers. The aisles, at least, of the school rooms should be furnished with water and the necessary fixtures to secure cleanliness. Every pupil should be required to be strictly neat and decorous in dress and behaviour. All play (except perhaps in