

PUBLIC SCHOOL DEPARTMENT.

(Contributed to, and under the management of, Mr. S. McAllister, Headmaster of Ryerson School, Toronto.)

THE TEACHER IN THE SCHOOL ROOM.

THE teacher should never lose sight of the fact, during the five or six hours daily he is entrusted with the control of his scholars, that in accordance with the opinion stamped with the authority of ages, and by the sanction of the law, he is

IN THE PARENT'S PLACE.

The more he keeps this fact before him, the more likely is he to be successful. Of course there are varying circumstances which would never come within the range of a parent's experience, but pertain rather to the functions of one who administers for the good of a community. In all matters, however, that pertain to mental growth and habits of right-living, it will stand the teacher in good stead if he keeps his ideal position constantly before him.

BE PREPARED FOR EVERY LESSON.

It is a common fault with young teachers to think that when their professional studies are ended, they are thoroughly equipped for all the requirements of the school-room. They need only a few days' experience to find how mistaken is their opinion; and if they are wise, and withal conscientious, they will not be content to give the mere froth of their minds to their scholars, but will come to the school thoroughly prepared so to conduct all the work of the day that at its finish they may feel that in imparting knowledge to, exercising control over, and directing the efforts of their scholars, they are masters in the highest sense. We know of no occupation among men that can impart a pleasanter feeling than this. The clergyman, for in-

stance, after the most earnest and successful ministrations in the reading-desk and the pulpit is not at all sure that the seed he has endeavoured to sow has not fallen upon stony ground, or among the thorns, which are too prevalent in every congregation, a fact which Mr. Bright not only admits, but accounts for in his own vivid way in the speech delivered at the Birmingham Teachers' Conversazione, which we insert elsewhere. One of the prime conditions of accomplishing any aim in the school room is

GOOD ORDER.

"Order is Heaven's first law" was the approving comment a wise inspector made as he observed a teacher who had just taken charge of a school spend the first half-hour in drilling his scholars to enter the school in a becoming manner. It is wise to begin well; and a teacher who does not personally superintend the orderly entrance of scholars into a school-room, as well as their passage out, need hardly complain if during school hours he does not secure that quietness so necessary to successful work. When once the scholars are placed in their seats, the great effort of the teacher, as an aid to good order, should be to

KEEP THEM EMPLOYED.

From the moment children enter the school-room, part of their training should be to have their whole time and attention devoted to the work required there. No matter how many classes a teacher has to manage, he should consider it a necessary test of his efficiency to keep them all at work. To do this with younger children of course requires their exercises to be varied, as is the case in the Kindergarten. But whatever variety there