

placed under my care, I have been lulled into that happy train of thought which gave me more real consolation and satisfaction, in my humble sphere, than if I were whirling in the turmoils of national politics, surrounded by the great, the giddy, and the gay.

Again, many teachers do not succeed because they do not fully appreciate the importance of their calling; for I do contend, without fear of successful contradiction, that in a national point of view there is a more serious duty devolving on the head of a conscientious teacher than upon any other man, be he lay or clerical, for, "as the twig is bent the tree inclines;" and if by the teacher's lack, or ignorance of duty, the inclination takes the downward course, the chances are that the clerical teacher cannot wholly remedy the evil. Some of my clerical friends may demur to this declaration, and accuse me of lack of veneration; but to my mind the demonstration is as clear as the 47th proposition of the first book of Euclid. Hence, fellow teachers, be proud of your calling; make it the aim of your highest aspirations; and, above all things, respect yourselves, and others, even the bad; will respect you.

A teacher, to succeed, should fully understand the temperament of his scholars; and to this end he should make himself master of the science of Phrenology; a science, no matter how old school men may sneer, which is yet destined to do its part in the cause and advancement of education in this, the land of my birth. By the aid of Phrenology the intelligent teacher will at once thoroughly understand the character of those whom he has undertaken to instruct; and where he finds the moral sentiments low, and the animal passions preponderatingly high, it will be his incumbent duty to cultivate the former, while he cautiously and perseveringly endeavors to curb the latter. And while on this topic, let me say that no man, I care not what his abilities or mental attainments may be; who is low in the organ of Philoprogenitiveness, can ever be a happy or successful teacher of youth. His authority must be maintained by the infliction of corporeal punishment, which should be avoided by all who aim at reaching the head of their profession. There is a magnetic influence existing between all animate bodies which, when Phrenology is understood, can be exercised over the minds and actions of ninety-nine pupils in one hundred. Let any one

enter a well-conducted school, and he will at once perceive that every scholar in the room understands, if you allow me the phrase, the language of the teacher's countenance; yea, his will is read by them from the very glance of his eye; and in the same way the teacher can read and understand—only to a far greater extent, the very inward emotions of his pupils' minds.

Another reason why teachers do not succeed is that they feel their labors are not fully appreciated by the parents and guardians of the children, and therefore allow themselves to grow weary in well-doing, instead of boldly confronting and dispelling the ignorance and prejudices by which they are surrounded. The moment a teacher enters a school room or school section, he should at once be determined to command the confiding respect of his pupils, and through them gain the friendship and esteem of the parents. This is as easily done as not, if you only think so; for no man or woman will hate the teacher who is loved and respected by his child. It is contrary to the laws of nature; and I aver that there is no surer channel to a parent's good opinion than through the medium of his children. To succeed you must have good examinations; the scholars up to their duty, but not crammed; have every mother and father in the section present; reward the industrious competitor, emulate the unsuccessful; cheer the whole by constantly drawing vivid pictures of those great men who have risen from the lower walks of life to the very pinnacle of fame, by their study and perseverance.

In short, to be a successful teacher, you must be a master of human nature; study its laws, analyze its parts, compound the whole, and teach more for the sake of an honorable profession than the mere accumulation of dollars and cents, and you will pass peaceably and quietly thro' life, and leave a lasting stamp for good upon those whom you leave behind. So mote it be. Yours, F. E. McB.,
Orangeville, Nov., '61. Teacher.

DOTH any man doubt, that if there were taken out of men's minds vain opinions, flattering hopes, false valuations, imaginations as one would, and the like, but it would make the minds of a number of men poor shrunken things, full of melancholy and indisposition, and unpleasing to themselves?—Bacon.

THE TEACHER IN THE SCHOOL-ROOM.

If we enter successively a number of school-rooms, we shall probably discover a contrast something like this.—In one we shall see a presiding presence, which it will puzzle us at first sight to analyze or to explain. Looking at the master's movements—I use the masculine term only for convenience—the first quality that strikes us is the absence of all effort.—Everything seems to be done with an ease which gives an impression of spontaneous and natural energy; for, after all, it is energy. The repose is totally unlike indolence. The ease of manner has no shuffling and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest possible remove from indifference or carelessness. It is told of Hercules, god of real force, that "whether he stood, or walked, or sat, or whatever thing he did, he conquered." This teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak, yet his idea is conveyed and caught, and his will is promptly done. When he addresses an individual or a class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking particularly, yet he is felt to be there, through the whole place. He does not seem to be attempting anything elaborately with anybody, yet the business is done, and done remarkably well. The three-fold office of school-keeping, even according to the popular standard, is achieved without friction and without failure. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this style of teacher we find another. He is the incarnation of painful and laborious striving. He is a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly. In his present intention he is just as sincere as the other. Indeed, he tries so hard, that by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all. So he talks much, and the multiplication of words only hinders the multiplication of integers and fractions, enfeebles his government and beclouds the recitation. His expostulations roll over the boys' consciences like obliquely shot bullets over the ice, and his gestures illustrate nothing but personification in despair.—*American Journal of Education.*