

With all their faultfindings, these very same individuals probably do not feel sufficient interest in the workings of the school to make the teacher a friendly call, or to see that their children attend to the tasks assigned for home study.

We do not wish to include in the above category *whole* sections, as there are generally a few, who have the good sense to see that the teacher is dealt with fairly, and who seem to take pleasure in helping forward both himself, and the good work in which he is engaged. But as a general rule there are quite a number of unprincipled people to be found in every section, who make it their business to vex and annoy the teacher in every way imaginable.

Let us now turn our attention from the dark, to the bright side of the picture. What an influence for good the true teacher exerts? There is something very pleasing and satisfactory in teaching "the young idea to shoot." Every act, look, and word, of the teacher tells very forcibly upon the pupils. What a field for observation and study there is in every school-room. How pleasant it is, as the teacher goes forth to his daily toil, to greet the happy intelligent faces of his little ones. There is great enjoyment in the sweet consciousness of doing good, and every teacher has this in his power, if he only constantly avails himself of opportunities as they present them-

selves. But alas, how many can say as each day closes, that not an opportunity of doing good, has passed by neglected. In order that the teacher may be truly happy in his work, he must be constantly watching himself, and he must strive to make his pupils really enjoy the associations of the school-room. Very few, we venture to say, can fathom the depths there are in the study, of making *every pupil* really enjoy going to school. Some may delight in it, but others consider it a drag, and a burden. One would require the perseverance, the tact, and the determination of a Barnum to make the school-room, in the true sense of the word, *attractive*. There is much wisdom in the old and time-honored adage, "As ye would that others should do unto you, do ye even so to them." We teachers should ever try to impress the teaching therein contained, upon our pupils; that they should love one another, and that it is base to resent injuries; but that they should seek the advice and protection of the teacher. They should be taught that they have duties binding upon them, one toward another. To enjoy life we must endeavor to make others enjoy it. Let this be our constant aim fellow-teachers, and if we succeed, if we gain our pupils' love and esteem, we may rest assured that we are on the high road to enjoyment, and that there *is* even to our lives a "bright side."

ELEMENTARY GRAMMAR.

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The programme of study requires that pupils in the Second Class shall be able to point out all the parts of speech, and in the Third they are to be acquainted with the inflexions. This may be termed the first or Elementary stage in the study of Grammar.

The first stage then aims at giving the pupil a clear and comprehensive conception

of the different parts of speech and their principal inflexions. This can not be accomplished by set tasks, that is, by learning daily so many names, definitions, or rules from "The Authorized Text Book." Grammar is not the source of language; but language is the source of Grammar, consequently the only intelligent method of teach-