

We will relate an anecdote of school life as an illustration of our meaning. A class in a school was one morning disturbed by a violent blow at the door; when the teacher went to see the cause, he found a stone lying on the floor. He was not long in coming to the conclusion that the disturbance was caused by two truant-players, who were seen hovering about the school. When they returned to school he taxed them with the act, and the one he least suspected admitted it. This lad took his punishment without flinching, and as if it was most righteously deserved. A day or two afterwards, the teacher had to settle a dispute about a small microscope, which the culprit was in the act of trading with another boy. On inquiry, he found this had been given to him by his truant companion, and when pressed to state why it had been given, he confessed it was for taking the punishment his companion deserved for striking the door. Here was a clear case for the exercise of indignation as well as of anger; indignation at the baseness of the boy who allowed his innocent companion to be punished for *his* fault, and anger at the wanton disturbance caused by throwing the stone at the door. To have let such misconduct as this pass with a phlegmatic reprimand, would have been to lose a golden opportunity to shew the effect such base conduct must have on all right minded people. You may see experienced teachers who seem to have the faculty of conducting the work of the school-room, day after day, without a ripple of temper on the part of either teacher or of scholar. Depend upon it, the "faculty," in most cases, is nothing more than an admirable habit of self-management, acquired only after passing through many trials of temper and ruffings of one's equanimity, which must be your schooling, if you would attain to the same placid command of yourself. Take Rowland Hill for an example, a sketch of whose career as a teacher we shall give in our next issue. Though he was most successful in managing a large school, he had so violent a temper, that, as a desperate means of controlling it, he invited his scholars when he lost it before them, to publicly remind him of the fact.

It is a common and a serious fault with many young teachers, and with many who are not young, to lay open the weaknesses of their own character before their scholars. This is very unwise. Children can best acquire knowledge, and can be best trained under those whom they regard with feelings of respect, if not of awe. If, however, they find in their teacher much that is commonplace, or that is liable to provoke their ridicule, they cease to place themselves in that attitude towards him most helpful to their becoming successful scholars, and soon prove the truth of the proverb that "Familiarity breeds contempt." No teacher is a hero to his pupils who "wears his heart on his sleeve for daws to peck at." He should be forever on the watch to keep from view those points of his own character that would weaken his influence over his class, and ever to bring into play those that would wholesomely and effectively increase it.

ECONOMISE YOUR VOICE.

The voice is a precious instrument in school-room work when used with care. It should never be resorted to when a look or a sign will do instead. It should not be raised above the acoustic requirements of the school-room, nor as if the speaker were the captain of a ship, accustomed to talk with the winds, nor in the tones of a carter addressing his horses. It should rather be like "the still small voice" that drew the recalcitrant prophet from his cave. A noisy teacher makes a noisy class, and when there is constant noise in a school-room very little successful work can be done. The voice should be kept under rigid control, particularly when there is any danger that its exercise would only reveal a sense of impotence. Hence

AVOID THREATENING.

It will be all the better for both the discipline and progress of the scholars if they find their teacher more disposed to act than to threaten. A warning of impending danger can be better given with the eye, which has great power to both "threaten and command" than with the voice. We have known a teacher