

**For Teachers.**

**LITTLE CHILDREN.**

BY MARIE ROSKAU

Speak gently to the little child,  
So guileless and so free,  
Who, with a trustful, loving heart,  
Puts confidence in thee  
Speak not the cold and careless thoughts  
Which time has taught thee well,  
Nor breathe one word, whose bitter tone  
Distrust might seem to tell.

If on his brow there rests a cloud,  
However light it be,  
Speak loving words, and let him feel  
He has a friend in thee.  
And do not send him from thy side  
Till on his face shall rest  
The joyous look and sunny smile  
That mark a happy breast.

Oh! teach him, *this* should be his aim,  
To cheer the aching heart,  
To strive, where thickest darkness reigns  
Some radiance to impart.  
To spread a peaceful, quiet calm  
Where dwells the noise of strife,  
Thus doing good and blessing all  
To spend the whole of life.

To love with pure affection deep  
All creatures, great and small,  
And still a stronger love to bear  
For Him, who made them all.  
Remember, 'tis no common task  
That thus to thee is given,  
To rear a spirit fit to be  
The habitant of heaven.

**ART OF DISCIPLINE A CLASS.**

Rule at all times with resolute kindness. If you are anxious to obtain the affections of your scholars, it will be manifest in your conduct; and, if they know that you love them, and also desire their love, they will strive to please, and feel a delight in the fulfilment of your wishes. Even the most depraved children feel a pleasure in being loved, and will often make great sacrifices in order to secure affection; but, even then, the demand must not be made too difficult, or be too frequently imposed. Let the laws by which you govern be few and simple; and let their enforcement be always characterized by the strictest impartiality and uniformity. Require nothing but what ought to be done, what can be done, and what you are determined shall be done. Depend upon prevention rather than remedy; and upon silent influence, more than the open exercise of authority. "GIVE EVERY SCHOLAR SOMETHING TO DO, AND A MOTIVE FOR DOING IT;" then, whatever be the ages of the scholars whom you are called to control, the results of bodily and mental training will be seen in the production of order; and mild, but energetic and respectful behaviour, will be manifested by your scholars; and also that cheerful recognition of authority, which has been declared to be one of the results of efficient discipline.

**BREAKING THE STICK.**

A good man, the superintendent of a Sabbath School in the East, was one day annoyed by a scholar. It was said, "There is a lad striking us with a stick." He looked around, and could see no stick. Again there was a cry, "That is a lad striking us with a stick." He slowly turned around, and saw that an overgrown lad had a stick, and that after he had done with it he pushed it up his coat sleeve. My friend stopped till the lad pulled it out again, and the instant he did so, the superintendent put his foot upon it, and broke it. This wicked fellow came to my friend, and said, "I shall catch you some night, as you are going home, and I will break your head, for breaking that stick." "What!" said the superintendent, "what do you say? "I will break your head some night, as you are going home. You had no right to break my stick." The teacher went up to the lad, and said, "John, give me your hand; I have prayed for you many a time, but I will pray for you more than ever." The lad wept, and the teacher also.

The lad left the school about a fortnight afterwards; and when, some two or three years subsequently, my friend was at a watering place, at a little distance off, he saw a tall young man making his way toward him. He soon came up and said, "How do you do?" "I do not know you." "I have you forgotten me?" "Oh no, I recollect the stick;" and he started. "Ah! you need not run away; but what are you doing now?" "I am a member of a Wesleyan Society. After I had left, when I was wandering at a distance, I began to think of what had passed, and that led me to Christ. The first impression I had of a saving character, I received when you broke my stick and afterwards took me by the hand and said you would pray for me."

Go on, then, you who are sowing immortal truth in these young minds; you cannot tell what may be the result.—*London Reporter.*

**HINTS TO TEACHERS ABOUT THE LESSON.**

You should know the lessons of the class that your manner may not be fettered by the mechanical attention which will otherwise be required. Your eye should continually rest upon the scholars, reading in each countenance the effects which your instructions are producing. The eye if, rightly used, has an amazing power in education—it engages and secures attention, and speaks a language of its own which is as touching as it is powerful—the eye will be eloquent, and the manner will be both pleasing and impressive, if the heart be full of love, and the mind be well furnished with a correct knowledge of the subject that is being taught. A little action is desirable, because it gives character to manner, and adds a peculiar force to instruction; but, if the movements are not natural and appropriate, they will be both ridiculous and hurtful.—*Collins.*

**BE KINDLY AFFECTIONATE.**

Let no discouragements deter you from an early and diligent cultivation of the kindly affections—regard the employment as a part of your duty—meet your class with the smile of pleasure—not only be happy in your work, but let your scholars see and feel that you are so. Children can understand; and they do appreciate, untiring, disinterested love. Train the affections, therefore, by persevering kindness; and your engaging manner will attract the careless; and your gentle conduct will curb the unruly. Train the affections, and then your kind determination will soften, if it does not subdue, the obstinate; and your suitable instructions will restrain, if they do not reform, the vicious. To train a little child to be happy on the Lord's-day, and thus to associate throughout life, religious instructions with happiness and peace, is an obvious fulfilment of the will of your Lord and Saviour.

**THE BOY AND THE OLD BOOKS.**

A boy once entered a bookstore with some old books, which he attempted to sell. He recommended them as being good books, and the bookseller offered him three cents apiece for them; but being unwilling to part with them for so small a sum, he concluded to take them to an auctioneer. This plan failed also, for the auctioneer could get only two cents a piece. After two or three weeks, the boy in want of the money which the books might bring, carried them again to the bookseller, and sold them for the same price he had been offered before—in all, twenty-four cents.

Six months had passed since the books were purchased, when one day, as the bookseller was cleaning his shop, the old volumes caught his eye. Taking up one of them, he found it contained sermons, printed about a century before; and as he carelessly turned the leaves, he discovered a ten-dollar bill, which proved to be genuine, though twenty-five years old. He examined the book and found fifty such bills, amounting to \$500; and having previously learned the boy's name and place of residence, he immediately addressed a letter to him, saying that he had something of importance to communicate, and desired that he would come and see him. After two weeks, having received no answer, he took the first opportunity to ride out and make inquiries concerning the youth. He learned that he had changed his residence, and afterward removed again, stating his intention to study.

Year after year passed away, and still the bookseller obtained no definite information concerning the boy, when one day he was in the city of Boston, and was introduced to a clergyman, whose name he immediately observed, was the same for which he had so long sought. He informed him to his great surprise of the discovery of the money, and when he returned home, remitted to him the whole sum, with interest, amounting to \$500.—*Amer. Mes.*