

though it proved so, but to enable me to find the per cent. gained on each study during the week, and show each pupil just where and how often he had failed. I would sometimes offer an extra to the school for a high per cent. on a certain study. The children would work hard to gain a good average. The good students were anxious for the poorer ones to improve, and would try to assist them. I have known some of my girls to spend their whole recess explaining lessons, and often they succeeded where I had failed; for which, of course, I thanked them. They would sometimes write notes, begging the lazy boys to study and not spoil the record. This would arouse their pride, and some, who before had been inattentive, would listen and try to understand things. They would ask me to stay and explain a hard lesson after school. When I would say, "You all are tired and ought to go home," the reply was, "It will not take you long, and we had rather stay." So you see I was kept in by my pupils instead of their being kept in by me; but, instead of their being in a bad humor and hurrying over their task in order to leave, they wanted to learn, and thanked me for my instruction.

I am afraid you are sick of *my pupils* and *me*, so will not write any more on the subject. What I have written does not meet with my approval, but if I do not send this letter you will not hear from me for a long time, so I send it, trusting you will clothe yourself in a mantle of charity as you read it.

AN EX-TEACHER.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I desire to make a few remarks *re* H. D. Honey's complaint in your issue of October. A child may be to a certain extent dependent on the school for the formation and culture of a literary taste, but it is far more dependent on the home life, and degree of "book-knowledge" there. If there is a good library of standard authors at home, and a father and mother who appreciate said authors, the child will develop in the same line. If on the contrary the parents have no literary sympathies, the culture of the teacher will be to the child, as an unknown tongue. We only appreciate what we have abilities to understand, and only as far as those abilities have been trained. "During the first year at school How important it is that the best literature should engage his attention." We all agree as to the quality of the literature, but I venture to assert that few teachers would agree as to what literature would rank as best for the youthful mind.

"We need something in our books that will feed the soul of the child while he is learning the mechanical part of education"; I beg to suggest that for a young child the amount of soul nutriment which it can absorb from a book fades into mere nothingness compared with what it can receive from the ever-present, living personality of the teacher. A book, to a young child, is something that requires considerable imagination to invest with kindly personal interest; while