

fixed in its purpose, and constantly in exercise. The failure to recognise the value of the word *constant*, in this connection, is, we think, the cause of the failure of many a teacher. Some teachers govern fairly, but for some cause, physical, mental, or moral, the exercise of their will-power becomes an intermittent thing. One day they come into the school-room fully charged with the needed force and energy; the next, the connection with their moral batteries seems to be broken. The teacher makes no effort to hold up the standard of discipline when in this state; children get out of order again and again, and he seems not to see, or, seeing, not to care. So the discipline of several days to come is made difficult by the remissness once permitted. The teacher should use a steady, even, regular and uniform control. The exercise of a constant controlling power like this has such great moral force that it is felt even when the teacher is not present. It sways the playground as well as the schoolroom, and goes with the children even to their homes, and is felt about the most turbulent hearths. It may give the young minds an impress for good that will be felt by them through time and through eternity.

DOING THEIR OWN WORK.

TEACH pupils to do their own work, whenever you can. The sum total of your mission as a teacher is to enable them to work, not with you, but without you; not for your credit as a teacher, but for their advancement and profit as pupils. Make them correct their own mistakes, work out their own problems, think out their own demonstrations of theorems and propositions. Some teachers are always showing their pupils how to do their work; this is a very mistaken plan, generally speaking. Given the

needed principles to work with, let it be part of the pupil's task to find out *how*, by himself. It is excellent exercise for him, giving him just the mental discipline, probably, that he is most in need of. The object of education is not to memorize subjects, but to master them. Any system of education that comes short of teaching the pupils to work for themselves, fails of education's most vital object. An apprentice to a trade knows that his main object must be to fit himself, as soon as possible, to work independently of his masters. Every step he gains in self-helpfulness brings him nearer to the goal of his efforts, to wit, the best wages in his business. The pupil at school, even in the high school or college, should think of himself as one put to learn a life work, just as one apprenticed to a trade. He should feel—is it not the fault of his teacher that he so seldom *does* feel?—that no young artisan so needed to learn to work, for himself and by himself, as he does. It may safely be said that no man ever attained to eminence, in any vocation of life, whose first step towards his high attainment was not the learning how to depend upon his own efforts to do his own work. It is the teacher's duty to train his pupils to self-reliant work; to aid them so far, and only so far, as they may need to make them better workers, when they come to depend directly on themselves.

MAP DRAWING.

TEACHERS do not make as much of map drawing in their classes as they should, we notice, from a mistaken idea that they ought to make that work largely a drill in artistic sketching. And where it is taught, too much time is often spent in elaborate shading of coast lines and mountains. Skill in the use of chalk or pencil is not the primary object in map draw-