

further, to translate the language of facts into the language of words, to learn the conventionalities of his mother-tongue. Play, then, I see, is the means by which the entire being of the child develops and grows into power, and, therefore, does not end in itself."

Dr. Harris says: "There is a great deal of talk about utilizing play, but play, strictly as play, should not be utilized; there should be room for the spontaneous play of the child, with no restraint whatever."

The teacher who fails to recognize these facts and make the most of them never becomes acquainted with his pupils thoroughly, and fails to obtain his most natural and most complete control over them. In every situation except in the playground there is some portion of the child's nature veiled. How important then that, instead of checking the playful spirit of innocent and healthful childhood, the teacher should have sufficient sympathy for it to develop it and turn it into right channels. What true dignity there is, too, in the playing of the full-grown man with the head of an adult and the heart and spirit of a boy! How different is this genuine article from the enamelled variety which cannot bend without cracking, and exposing the coarser or weaker material beneath. The teacher who cannot play with his pupils without "putting on the brakes" is to be pitied. One of the most valid reasons for not placing large boys in the charge of a lady teacher is, that she cannot as a rule take part in their games and exercises.

IT IS A MISTAKE TO BE CONTINUALLY REPRESSING THE ACTIVITIES OF CHILDHOOD.—There are three classes of educators. One dams up the fountains of the free tendencies of childhood, and turns the stagnant waters back upon the child life, so that they drown it out; another goes to the other extreme, and says, let Dame Nature have her way unrestrained, let childhood unfold itself. He lets the waters flow freely enough, but they unfortunately have a natural tendency to flow in improper directions. Like real water, they flow "down hill," and far too frequently transform what might have been a fertile valley into a marsh. The proper method recognizes the necessity of a full development of the natural faculties and the free exercise of them, but it gives them direction without seeming to do so. It selects the channel in which the stream should flow, and inclines each little rill of character in that direction, so that as the stream flows onward it gains more breadth and depth and momentum, until it becomes a mighty river, bearing upon its bosom freights of blessing toward the great sea of life.

Some teachers are horrified if pupils laugh in the schoolroom. The discipline that cannot stand a good laugh frequently is unnatural and unsound. Giggling and tittering should be forbidden as unbecoming, but a genuine hearty laugh indulged in by both teacher and pupils for a proper reason may be repeated often with the best results even to the discipline of the school.

IT IS A MISTAKE TO ALLOW PUPILS TO BE FREQUENTLY TROUBLESOME WITHOUT NOTIFYING THEIR PARENTS.—It is an axiom that parents and teachers should work in harmony. So far as possible and judicious, the school discipline should correspond to that of the home. The teacher should respect the rights and opinions of the parents, and they in turn should sustain the authority of the teacher. These desirable ends can only be secured by some system of communication between the parties concerned.

There are always in a school a few pupils who, without being guilty of any offences of a very serious character, give the teacher a vast amount of trouble. No other class of pupils cause so much worry and annoyance as these, and after a time it usually becomes necessary to take decided action and suspend the offender, or administer a severe punishment of some kind. The punishment, whether by suspension or otherwise, is of course much too great

for the last act of wrongdoing. The transgression is merely "the last straw that breaks the camel's back," the penalty "covers a multitude of sins." The parent of the offending child makes enquiry as to the cause of the extreme punishment, and receives from his own child or from others, if he asks them, a statement of the last offence only. He naturally concludes that the teacher is unreasonably severe, if not excessively unjust; and unfortunately in too many cases he expresses his opinions in an emphatic manner in the presence of his child. Sometimes indeed he makes known his sentiments in a highly dramatic manner before the whole school. In either case the result must be a loss of respect for the teacher on the part of his pupils. Nor can the parent be blamed for the difficulty, unless he has been promptly and faithfully notified of the previous wrongdoings of his child, as they accumulated. It is well that those notifications should be on paper, and that they should be returned to the teacher signed by the parent, and kept for reference when necessary. If the pupil is old enough, it is best that he should write the note according to directions given by the teacher. This will save time for the teacher, and have a good effect on the pupil. Of course in most cases such a note should be signed by the teacher, not the pupil. Occasionally the communication may be from the child himself.

IT IS A MISTAKE TO STAND TOO NEAR THE CLASS.—In a well-appointed school the teacher has a platform about a foot high, extending across the end of the room, from which he teaches. This will give him a position from which he will be able to see every pupil. If he leaves it and moves close to the front row of pupils he cannot take in the whole class with a single steady glance. Those nearest to him will be unseen by him, and they will moreover be unable to see him. The results are loss of control by the teacher, and loss of teaching by the pupils, as no pupils can listen long with profit to a teacher at whom they cannot look.

Whether in the school-room or in the yard, the teacher should always take such a position as will enable him to see every pupil at the same time. He should retain this position without fail when "lining" or "drilling" in the yard.

THE LITTLE ONES.

"What shall I do with the little ones?" is the exclamation of nearly every young teacher, at the close of the second week's work. We promptly answer, "Keep them busy." "How?" is the universal response. "How can I furnish a variety of profitable employment for those restless 'little ones,' whose restlessness it would be a sin to repress, but which requires almost the wisdom of a Solomon to direct and control?" This is the point of failure or success in primary instruction, and the one on which teachers, young and old, fail oftener than succeed. To give our brief paper a practical turn, we will avoid generalities, and name a few things which the "little ones" can do profitably in the school-room.

READING.

1. Print on slate letters copied from the blackboard, to be read as a class exercise.
2. Print on slate words copied from blackboard.
3. Print on slate letters copied from a text-book.
4. Print on slate words copied from a text-book.
5. Print on slate sentences copied from a text-book.
6. Print on paper, with pencil, letters, words, or sentences, from the blackboard or text-book.

SPELLING.

1. Arrange columns of words on slate, each word of which contains a certain number of letters only, as two, three, four, five, etc., copied from a text-book, to be read as a class exercise.