

necessity of the right action. Until they recognize that, it is you, not they, who perform the action. And though such performance may seem sufficient for the needs of the present occasion, the child gains little, if anything, through it. "And do you think it wrong to write names upon the board, and keep children after school?" I would never write the names of young malefactors upon the board. "Why?" Imagine yourself upon some black list for some misdemeanor, and then attend a Teachers' Meeting to find your name in capitals upon the board, with the offence noted. Re-read the experience of little David Copperfield with his placard at Salem School. Then compare your black-board list with the two. A boy either learns not to care, a sad thing, or his self-respect is so wounded that he lives up to his black-board reputation.

"For the good of the child" should be our school-room motto. Whatever is for his good will be for the good of the school. In these days of graded schools and careful classification it is easy to subordinate the individual need to the aggrandizement of the school. But no school gains in the end by such sacrifice of the individual. General rules and classified penalties must be adapted to the experience and motive of Jimmy, and Jacob, and John. There is no road to successful discipline except study of the child. The expression is trite, but the practice is far from well worn. The teacher who observes individual children with sympathetic watchfulness, eager to understand and to translate their experience, stands before a wide open door which leads her feet into paths of pleasantness, and her children's into paths of peace.

TEACHING THE CHILD TO TALK.

Language is an art upon which largely depends a man's success in life. That it may be made to serve the base purposes of the hypocrite and the swindler as well as the lofty aim of the orator and preacher attests the fact that it is a powerful instrument given for man's use and that it is the most obedient of servants. It still more strongly points to the fact that *what a man is* determines what his language shall be. Back of his speech stands his character, dictating in a manner too authoritative to be disobeyed. Language, no matter how artificial its characteristics, is the great index to individuality. Some writer has said that "five minutes conversation with a man gives one an arc long enough to determine his whole circle." Have you ever thought about the number of distinct facts you