

ceives the difference between a frown and a smile very young. Never give your child any thing but pleasant looks and fond caressings while he is very young; when he grows old enough to commit disobedient acts designedly, then is the time to show displeasure; but go about your duty in a very mild manner, take him in your arms, and tell him of his fault kindly, and act towards him as God has commanded you. If you study the Lord's will each day, I do believe you will know when and how to correct your children. Children often commit disobedient acts, which amuse us; be careful, mother, about laughing or speaking of them in their presence, for such things have a great influence on their minds. Never deceive your children, for if you do they will most assuredly imitate you in that respect; but teach them to abhor deceit in all its colours. Do not allow them to shake their fists or strike at any person or thing—this and many other little things that appear smart in children to some, are in my eyes very great sins, for they inculcate a principle that will never be eradicated.

I know that there are many mothers who suffer their children to do a great many things when they are small, that they do not intend they shall do when they grow older; but, remember, mother, it will be very hard to overcome a habit formed in childhood. Be very careful in regard to the conduct of your

children. Temptations are numerous. Take advantage of every suitable occasion to teach them their duty. 'I do not mean that you should be constantly watching and talking to them about their faults; that would render you and them unhappy.

When you give a command, act in a manner that will give the child to understand that he must obey you, of course. That is the only way to begin to teach little ones obedience. If you train in this way with love, you will have an obedient child; but if you give him to understand that his will is your pleasure, you will have a lost and ruined child. Just say, "Now, my child, come; won't you do thus, and so?"—see how he hesitates!—Then speak to another, with, "Well, you will wait on mother; won't you?" You have surely made another failure. Now reader, how do you view such commands as these, given from parents to children? Is it teaching disobedience directly or indirectly? It may be indirect, but I would as soon tell my children to disobey me, as to speak to them in that manner. Teach your child obedience. Your commands should not be unreasonable; but if you can succeed in building a wall of obedience around each of your children's hearts, you will probably have a happy family—the older ones will guide the younger in a great degree.

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STYLE AND LANGUAGE IN TEACHING.

A complaint not unfrequently made against teachers is, that they lack variety and flexibility in their language. It is said that even when the subject of the instruction is understood, the phraseology in which it is conveyed is too often bookish and technical, and that in this way the teaching of elementary schools is not only less interesting, but far less effective than it should be. There is too much truth in these accusations. The most pains-taking and conscientious teachers of course get up the knowledge of their subjects from books; but they often aim only at conveying that knowledge in the language of those books.—The best lessons are marred by the too

frequent use of technical terms. The master learns teaching profession, and therefore throws much of his instruction into a professional form. Hence there is a want of life, of vividness, of force, of adaptation, to the real needs and comprehension of children, and therefore a want of interest and practical value in a large majority of school lessons.

It is not difficult to assign, at least in part, the causes for this state of things. One may be found in the character of the ordinary school-books; which are for the most part, as indeed they ought to be, filled with information put in a concise and condensed form. The language employed in them may possibly be the