

TIME-SAVING BY GOOD TEACHING.

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It is an often heard saying, "That he is a benefactor of mankind who succeeds in making two ears of corn grow where there was but one before." It may be said with the same truth, that he bestows a blessing who shows a way by which one minute can do the labor of two, and in this form it has a direct application to the work of teaching. The years of schooling which the child receives form in all cases the *best*, and in many cases the *only*, gift which the parent can give to him when he is about to start alone on the rugged road of life. With some, education is offered in plenty to the full extent to which the child can avail himself of it; but in other cases the child is hurried from the school room to the shop or factory before he has time to finish the work of even a year. It is true in many cases, that every hour that a boy is kept in school means an act of self-sacrifice on the part of the parent, who toils day after day to give to his child the most precious gift of a good school education. Every principal or teacher knows that there are many cases when children, who are kept at work in stores or factories, return to school during the dull season, or when they are thrown out of employment to avail themselves of a few weeks of schooling as best they can, and return to their work when they can find new employment. If thus the period during which many children attend school is short, and if others are enabled to remain in school only through the self-sacrificing efforts of the parents, the most should be made of the time which these children can spend in school.

Here, indeed, the greatest blessing would be to let every moment or every year of school do the work of two, if this were possible. At any rate, there is no doubt that the attempt to make school-time and school-opportunities as valuable to each child as it can be made, is an aim that is worthy of the deepest thought, the greatest ingenuity, and the highest efforts that can be brought to bear upon it. "How can school-time be made most valuable to each child?" is the problem. The best solution seems to be to see to it that the child is taught by a thoroughly and carefully trained teacher. The child should not be allowed to become the victim of the first attempts of a novice in teaching,