

have to be learned, and that will never be learned without teaching. Their ignorance of such necessary instruction can be charged, like so many other serious deficiencies, to the prevalent inexpressibly miserable system of home training. Most children are not "brought up" nowadays, but, like the infants of the immortal Mrs. Pocket, they "tumble up." By the aid of natural processes, and the supply of provender that the growing animal never fails to assimilate, when it is within its reach, these children pass from physical infancy to maturity. Whether their mental and moral keeps pace with their bodily growth is another question. It certainly does, if parental training in such development is alone depended upon. Well is it for the child if the teacher's diligence can be depended upon to counteract the parents' neglect.

But in this matter of work. You have a troop of boys and girls to train, bright enough, but lazy because they have never been taught to work. They have never learned to concentrate their attention, so they spend an hour learning a lesson that they might master in ten minutes. When they come to a hard place in the lesson, they stop. They will not try to go forward without help. They waste their own time, and they waste yours.

Plainly, if you wish to see good results from your labour, you must begin by teaching them to work. But how to do it, that is the question.

In the first place, you must not teach them to cram. Lazy pupils always know how to do this, as you will find at examination-time. But they must be taught to do, within a specified time, a certain amount of mental labour. First you should arouse their interest if you can, or as far as you can, in some study. You must keep up your own courage; for nothing is so paralyzing as discouragement. You must determine that you will arouse these dormant energies, and assure yourself that you *can* do what you thus attempt.

You must keep the children busy. Give them plenty of work to do, arousing, interesting work, and keep them at it. Ask them questions outside of the lesson; induce them, if you can, to try to find out things for themselves. Arouse not only interest, but emulation. Keep at this sort of work too. It will effect a revolution in your school; or, if it does not reform all your lazy pupils, its reflex action will take away the last trace of your own laziness, and make your teaching of much greater value, not only in results, but in hard coin of the realm.

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STUDY THE CHILDREN.—Study the children. It is all right and proper to make a thorough study of books, but infinitely of more value to study the children. We are firmly of the belief that the teacher who cannot read the hearts, minds, and disposition of the child-life, will make a failure in his work. Study the children with respect to their home-life and home-influence—whether good or bad, whether they are accustomed to be obedient or disobedient—and make your line of control and treatment augment

or offset the home-treatment, just as the necessities of the case demand.—*Moderator*.

EVERY teacher, to the extent of his opportunities, is responsible for the moral training of his pupils. The great end of the teacher's efforts is the formation of character; and moral cultivation is the chief corner-stone of good character. It may be said without exaggeration, that the right moral training of his pupils is the first and highest duty of the teacher. The secular theory of education is a dangerous fallacy.—*Ohio Ed. Monthly*.