

the children can live practically a year longer, and certainly live happier.

"Wrong end first." Yes, that is exactly the description. Wrong end first, in arranging the matter that is to be learned. Wrong end first, even worse, in selecting the matter that is to be learned by the pupils.

For the sake of hitting the nail on the head we will look into the geography, which your son is thumbing and grumbling over, to-night, when you have read through this article. Look into the geography with the eyes of a merchant or a manufacturer, to see whether it is a business book, and will aid in giving a business education.

"Wrong end first!" you exclaim. Why so? Because the demands of science have overruled the demands of real life. The solar system, a compend of astronomy, the truths of natural philosophy, an outline of geology, and then a set of crabbed and wire-drawn, brain-puzzling definitions, better fitted for a veteran mathematician or jurist than a tyro; after which he begins to study the general features—mountains, rivers, seas, etc., of Asia, or, perhaps, by special grace, Europe. Ah! I see. A scientific arrangement! My boy must study Asia, then Europe, then Africa—six months or twelve months before he knows whether Boston caught fire from Chicago, or where the pine lumber from Maine would go to mill and market; whether cotton and rice grow beside Lake Erie, or ice and granite are shipped from New Orleans to the Adirondacks. The matter should be arranged according to its relative importance, not according to its scientific proportion, or its share in the education of an individual. Given, an average mind. Problem, to fit it for real life. Required, the certainties, and next the probabilities, which await it. If my son is to enter a retail dry goods store he does not need, he can never use, he would in a few years forget, the large attainments of a professional geographer. Besides, as he can not be learning everything at one and the same hour, the more geography he learned the less of arithmetic, or philosophy, or some other study, he must be learning. Whatever will be important and profitable for him to learn, let him learn, I plead, but nothing else. It will take all the time, if not double the time, he can spare to learn the various branches of knowledge that are of practical import to him. Would you freight a ship with a cargo of silks to sell in Greenland to the Esquimaux? Freight your child's mind with what will surely be needed—and needed most urgently—in the race, in the toil, in the battle, in the storm; not with mere ornaments, nor dainties, nor smatterings, nor learned lumber. So speaks sage experience, in dolorous strain, not as a prophet, but a sad victim of parental and scholastic errors.

"Wrong end first," also, in the quantity. Mr. Gradgrind is trustee, or principal, or parent. Mr. Gradgrind demands that all the scholars shall study geography three years, three months, three days and three hours, and shall learn three hundred thousand facts in that time. Done. But done with what results? Done, with triumphant success at the examinations. Shattered nerves, disgusted souls, ill-trained minds—these are the fruits.

Parents and the tax-payers have a right to expect, nay demand, something better than all this, and our teachers must see to it that they have it—have it in results, which will help the boys and girls to enter "armed and equipped" as the law of common sense demands upon the practical duties of life.

RULES AND HINTS FOR TEACHERS.

UNDER this caption we propose, from time to time, to give a few useful hints relating to the work of the teacher, premising, however, that such hints will, in many cases, be valuable only as suggestive reminders rather than original.

At all events, let the teacher govern the school rather than the school the teacher; but do not spend all the time in "governing."

You may secure aid in government and discipline from two important sources, viz:

First, by giving the pupil enough to do in the school-room; second, by creating the right kind of public sentiment.

Pupils in school, as well as grown people in society, need business, some kind of employment, and enough of it, otherwise "Satan finds some mischief still," and soon the teacher finds his hands full.

A pupil that works will govern himself; and self-government in school the teacher should aim at. Be sure you have attended to this point before you come to the subject of punishments.

Now, as to public sentiment: when this is right the school will almost manage itself; without it the teacher will have a hard task.

Therefore, make your scholars jurymen, and bring certain flagrant acts of bad scholars before them for judgment now and then, sometimes appealing to the ridiculous, but far oftener to their sense of right and wrong, and of what is proper or improper. If they have thus committed themselves to an opinion or decision, their pride will prompt them to corresponding conduct.

This public sentiment will be created and sustained largely by the example of larger scholars, to whom you should appeal in this respect.

You can, by perseverance in elevating the standard in various ways, make one course of conduct popular and another unpopular, and thus secure a very important help in your work within the school-room itself.

A SONG.

BY FLORENCE ANDERSON CLARK.

Gay birds with many a tuneful throat
Are warbling from tree to tree,
And each in every music-note
Doth sing to my heart of thee!
Hast thou forgotten me?
Or ceased to care for me?
Am I alone?
No; I will not believe
That thou couldst thus deceive;
Still thou'rt mine own!

The streamlet too, as it is flowing
Under the bridge to the sea,
Ever, ever, as it is going,
Doth murmur thy name to me.
Dost thou not love me yet?
Would I had never met,
Never seen thee,
If from this love of mine,
Every breathed vow of thine,
Thou wouldst be free.

This soft June sky, so deeply blue,
That bends in love over me,
This blushing rose, all gemmed with dew,
Whisper of truth and of thee.
Shall I then think that thou
Hast broke thy plighted vow—
Been false to me?
No! by thy dear bright eye,
I will love till I die,
Trusting in thee.

All great leaders have been inspired with a great belief. In nine cases out of ten, failure is born of unfaith. Tennyson sings, "Faith and unfaith can ne'er be equal powers." To be a great leader, and so always master of the situation, one must of necessity have been a great thinker in action.