

difficult, business is to get the undivided attention of his pupils. It is worse than useless to go on with an explanation or demonstration, or lesson of any kind, until this is secured. There are many devices known to the wide-awake teacher by which to keep a class on the alert. The old method which we used to see employed in our school-boy days of questioning in order from one end of a long class to the other, put a premium on inattention. As soon as a pupil's turn had come and gone he might go off on a long reverie while the circuit was being completed. There is no better test of the real success of a teacher than his ability to keep the attention of the whole class during recitation.

"The fact is, nobody in the new school seemed to want to lick me, and there was no use in being bad." Such is the explanation a contemporary puts into the mouth of a refractory pupil, who after having acquired notoriety as an incorrigible, and even as a teacher-fighter, and having been expelled from several schools, had suddenly veered around to good conduct, and brought home an excellent report from a new school to which he had been sent. There is a wealth of the philosophy of the boy nature in this remark. The worst punishment, as well as the most powerful corrective, that could be administered to many an "incorrigible," would be to make him feel that "no one wanted to lick him," but that every one wishes to do him kindness. Such boys are often on the alert for evidences of ill-will. They want something to resent, some excuse for feeling injured and revengeful. To give them no provocation, no word of distrust or dislike, nothing to resent, is to disarm them.

The Kingston *Whig*, referring to a paragraph we recently quoted from the *Mail* and commented upon, while admitting that the building in question is not well suited for school purposes denies that it is such a shocking place as the *Mail* correspondent pictures. The *Whig* also warmly denies that the Inspector, Mr. Kidd, has been at all neglectful of his duty in the matter and says: "He is eager to see the new school erected, he has done what he can to bring that end about, he has kept the Education Department posted upon the progress of events, and more he cannot accomplish. It is to be regretted that the Dominion Government has been so tardy in deciding whether it will give the board a site for the Central School in the artillery park, but they cannot much longer delay their decision, and in the meantime, and pending the provision of new and fully equipped class-rooms, the Louise school annex will be kept as cozy as possible." The *Whig* adds: "If the school has been cold at any time this winter it is because there has been little or no fire, and no structure is very tenable at such a season without heat." That is indisputably true, but some one, not the Inspector, of course, must have been to blame for the want of fire. The *Mail* correspondent did well to call attention to the matter.

"Teachers should remember that it is not their business to remove difficulties from before their pupils, but to teach them how to overcome them," says the *Journal of Education*. A

most valuable educational maxim. The worst thing the teacher can do for many a pupil is to give him all the help he asks. The very essence of education consists in learning how to summon all one's powers and concentrate them for the conquest of a difficulty. Apart from this all stores of fact and knowledge are comparatively worthless. The teacher is in many ways tempted to give too much help. It is often easier and requires less time, to perform the process, or make the explanation, than to give the direction and encouragement necessary to enable the pupil to work it out for himself. Sometimes, too, the teacher is afraid of discouraging a pupil who may be naturally infirm of purpose. Of course judgment and knowledge of the pupil's abilities must be brought into requisition, to avoid serious blunders. But there is nothing so stimulating to the young intellect, nothing that so much contributes to make brain-work a delight, as the gratification that accompanies successful struggle and effort. The main thing is to get a beginning made, a habit of effort and self-reliance formed. We have known pupils who would, if permitted, work for hours, or even days, over a difficult problem, or a sentence in Latin or Greek, rather than accept help even when cheerfully proffered.

The maxim laid down in the foregoing paragraph may be made of practical use in determining methods of study and teaching. In Arithmetic or Geometry, for instance, we doubt if it is ever well to supply a rule or a demonstration, till the pupil has first done his best to find one of his own. Such, when found, should always be accepted, no matter how roundabout and tedious the process employed. The pupil who has thus mastered the principles involved and made them his own, has accomplished the prime end in view. He has received the chief benefit of school training. And he is now in a position to appreciate thoroughly the shorter and simpler mode of solution or demonstration which may be set before him.

An amusing incident of a very suggestive kind is told in *Treasure-Trove*. It is a story of a boy who in the excitement of war time and military pageants, almost invariably played truant. Time after time he was hours late and each time was whipped, until it became his habit on appearing late to walk up at once to the master's desk to be punished. At last the master—so good a philosopher should have become wise sooner—studying over the singular phenomenon, came to the conclusion that the boy had a conscience in the matter and that he was rather gratified to get the six smart strokes on the hand, because he then felt that his sin was atoned for and justice satisfied. Acting on this theory, the next time the boy played truant and presented himself for the customary punishment he pretended to take no notice of him for a length of time. Then the following dialogue took place:—

"Well, what are you doing there?"

"I'm waiting to be whipped, sir."

"But I don't intend to whip you; it does you no good."

"But I have played truant, sir."

"Yes, yes, I know; you have played truant forty times; and you have been punished forty times, and it has done you no good. Come, go to your room, sir, I shall not whip you. It is cruel to whip you when it does you no good."

The boy still lingered as if unwilling to go to his room.