

order " and " satisfactory results." The child leaves Miss A. possessed of a certain category of facts which he can repeat in response to certain questions. He will sit erect and look attentive when he thinks some one is watching. To him these are the chief ends of school. And those who are accustomed to look on the surface for results find in this state of affairs nothing to be deplored, but rather, something to be admired.

Whether, as we began to say before, this outside fashion of the school denotes something good or bad, depends upon the direction in which the child is tending, and the habits which his environment is enforcing. If he is obedient and seemingly studious because of pressure from without, he is not strengthened by the regime. If the moving power is the life within, inspired and animated by the teacher's skill, then is the result good. Johnny sews diligently on his little card, patiently untangling the twisted thread and repeating his laborious stitches, that he may take home to his mamma the needle-book that his own loving little fingers have completed for her. His teacher has made the child's love for his mother the motive power, and the diligent painstaking effort resulting therefrom bears fruit in greater patience and power.

Quite another is that of young Jack, who sits behind the pages of his erected First Reader, making his lips move rapidly in audible attention to his task, whenever his teacher's eyes fall upon him, judging that such pantomime is what she expects when she tells him to study his lesson. There is no meaning in the act except compliance with her dictation,—no life in the lesson nor in him which responds to her arbitrary command. To the casual looker-on the two children may seem equally busy, with equal advantage. But for one there is life and growth, for the other stupid iteration and inevitable indifference and deceit. Between the two acts is all the difference between right and wrong, good and evil.

The discipline of the Primary School should never be that of the camp and the court martial. Its object is to train growing children, not to marshal an army. "Their's not to reason why, their's but to do and die," belongs to another scene. But the child who is to be put in command of himself needs to take hold of all reasonable laws to help him, and not to follow blindly the "Teacher says so," without other guide. "Mother, are my hands dirty?" calls little Helen, making ready for school. "No, but your ears are," replies the mother. "Never mind," as the child flies before the forthcoming implements for scrubbing,—"Teacher doesn't send us home for ears." The