

THE MAIN OBJECT.

The schools are for the children. They may furnish an easy respectable mode of earning money for the teachers; but they are wholly for the children. The architecture, the adornments, the sanitary arrangements, the course of study, the length of hours, the records, the punishments are all to be arranged for the highest good of the children. Even the wages that are paid to the teachers are to be looked at from the standpoint of the children.

But is the good of the children the main object? Ask the parents who have been to the school, and see what they will tell you. Let them tell you of the wasted hours, the bad habits, the bad associates, and the small return of knowledge they received for the years spent in the school-room. Ask the children, and let them tell you what goes on, seen and unseen, by the teacher; let them impart to you the real spirit that actuates the teacher and prevails in the school-room. Ask the teachers, and let them tell you candidly whether the knowledge that is obtained by the pupil is a real offset to his effort. Let them say whether there might not be double the acquirement of knowledge and tenfold increase in moral strength. Let them say whether the pupil goes out with a strong and perfect character after spending ten or more years in the school-room.

The main object is too often lost sight of. A round of duties is performed, it is true, but in so mechanical a way that they leave little impression. But some teachers accomplish a great deal; some teachers place before them daily and hourly the fact that the good of the child is the sole thing they are to live for. Like the Roman Emperor, they feel the day is lost when they cannot know their pupils have been benefitted by being in their society.—*First Teaching.*

There are five elements in teaching. Control comes first from power, which is inborn; then there is a personal magnetism. The first element in teaching is good scholarship, competency, which begets confidence on the part of the pupil; second, skill; third, heart power, love for the pupil and love for the work; fourth, backbone, will power,—a good article anywhere, it always tells in a school. Manage a spirited boy as you would a spirited horse; keep a steady line and a still whip. Fifth, good eyes and good ears, soul-sight; a blind teacher is a great disadvantage in the government of children.—*Selected.*