

who will not listen to lessons themselves nor permit the good children to listen? Why not group them into one class, and leave the quiet members to be instructed in peace?"

This was considered by all a "beautiful plan," but the only drawback was that all the teachers refused most emphatically to take the class of unruly members, "for," said they, "if we cannot manage the one or two who spoil everything we attempt, how can we manage six or eight?"

The teacher who made the plan was not willing to let go of it easily, and, being at the time physically unable to carry it out by taking the bad boys herself, patiently waited an opportunity to try the experiment.

Her idea was that these boys had many traits in common, and that a lesson which would hold one would hold all, and separating these boys from the gentler members (who require entirely different handling) one teacher could devote herself to studying their peculiar needs.

There is no need here of describing the traits of those tiny tyrants, or of stating how many lesson hours had been spent in checking, coaxing, pleading, scolding, or in (mistakenly) submitting to annoyances as a matter of course.

It occurred to this teacher who wished to rescue as many classes as possible from this continuous discouragement and nervous strain, that in all the years of her own secular teaching she had never taught a class in which there had not been some member who "just spoiled everything," and if at the end of the year this young tyrant had attained to something like reasonable conduct, it had been at the cost of many a struggle both for the child and teacher.

How many cases had there been (and this teacher mentally reviewed a long line of little sinners) in which the pang of the final parting had been bitter just in proportion to the cost of the struggle made to win his heart and teach him to be good. She had looked forward often to the time of his promotion as the time of her release, to find that when the time actually came the loss of that tiny tyrant was so great that facing her class without him she found all the life, the sparkle, the joy, and animation gone out of it.

It happens usually that the boy who is a born leader, who tyrannizes over class and teacher, is really one of the strongest members of the class, and winning his confidence and affection means winning the confidence and affection of the other children, who will follow his lead. He is bright and responsive, and exceedingly active; but his

abilities are perverted, he has been mismanaged; but let us win him and we have a tower of strength upon which the whole class will lean.

Remembering that the keenest heartaches of her secular school experience had come more than once from the loss (by promotion) of her "dearest foe," the fiercest tyrant of that school year, this teacher listened thoughtfully to a primary principal (in another Sunday school) who was asking anxiously, "Who will take my bad boys?" and replied, "Give them to me."

This experimental teacher found soon that these boys were not so wicked as they were "lively," and that her only safeguard lay in keeping them actively employed every minute.

They would not listen to a lesson passively, but if set to work it out for themselves with pencil, paper, or blackboard, to write or print lists of names and places in the lesson, to draw free-hand pictures of lesson scenes or maps, or if allowed to pass pencils, papers, and to arrange chairs, or even to memorize texts as quickly as possible, they really behaved well and learned something.

The trouble was, they were all so quick and bright that they would finish their tasks at short notice, and it was sometimes a problem to find work enough to keep them busy. The more ambitious members were sometimes dissatisfied with their first attempts at writing or drawing, and tried it over again, spurring on the others to do likewise by their severe criticisms of each other's work.

The teacher felt genuine sympathy and affection for these boys, and they knew it intuitively, and it had this effect: they kept each other in order, being critical, after a time, of rude manners; so critical that they were quite eager to use their fists upon each other to preserve order and a respectful attention to "teacher."

This class was not reformed in one week, nor in two, and the natures of these boys were not changed at all, neither were they suppressed or repressed into good behavior.

They are not patient listeners to this day; but give them plenty to do, to work out or to study out for themselves, and they are ambitious to do it well. Though they are somewhat noisy while at work, their noise is expressive of enthusiasm; but they really behave well while actively employed.

Now that they are willing and glad to work, the next step in advance will be to make them willing to listen and act upon what they hear.

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