

will-action are of the utmost importance to teachers. In the first place, children are impulsive. The idea and the act are closely related. No time is taken for deliberation. In the second place, children are responsive to suggestion. This is so true, that a negative command is often disobeyed, not through badness, but because it suggests a possible course of action. As a rule, it pays to get something for children to do. It does not pay to surround them with prohibitions. In the last place, it should be remembered that with young people there is little power of self-restraint. Action cannot be deferred. Immediate, rather than remote, ends determine activity.

Language.—The language of the child differs from that of the adult in several ways. He uses many words that have no definite meaning to him. He is interested in the sound rather than in the sense. As he delights in picturing, his language is not rich in abstract terms. He cannot understand much that does not describe concrete situations. The good primary teacher must be able to see and picture. The language of gesture will come to the aid of the language of speech.

Religion.—The child is trustful. "Of such is the kingdom of heaven." He believes his parent and his teacher. They stand for him as the embodiment of truth. Out of his reverence for them will develop reverence in its higher forms. And because children are so believing, they should not be imposed upon. Great care should be taken to give them such thoughts of God and man, of justice and punishment, of behavior and belief, as they can entertain in later years. The spirit of the teaching must be right, whether the truth is presented literally or figuratively.

QUESTIONS.

1. What is the teacher's duty in regard to the sense-hunger of the child?
2. What should be the teacher's attitude towards the child's questions?