

prising that pupils are more interested in a room, if they have assisted in making it habitable, or more interested in a lesson, if they have assisted in its preparation. As a rule the teacher has a loyal supporter in a boy who has helped him in some way.

Teaching and Government—As, at this age, a spiritual awakening may be hoped for, the teacher should use the most delicate tact in his appeals. He will find that good results are not reached unless the pupils are conversed with one by one.

The one rule for the teacher is to enter upon his work in such a whole-hearted fashion that the pupils will catch his enthusiasm and forget about everything else. If he is giving the right material in the right way, there will be no difficulty. An obstreperous child will be dealt with most effectually by his classmates, if he spoils the telling of a good story.

In case of a really troublesome pupil, the best course for the teacher is to resort to private correction. Public reproof is resented.

The teacher who is respected at this age is the one who speaks with authority. If he knows his work and plans it well and shows that he expects good behavior, he will get it; if, on the other hand, he is listless and unmethodical, if he is thinking of his lesson rather than of the welfare of the pupils, he will certainly have trouble.

Difficulties.—The fact that pupils are so taken up with the brave, the vigorous, the heroic, and that they are still lacking in wisdom and discernment, leads to two dangers: (1) They may seek the company of active but undesirable companions; (2) They may take to the reading of sensational but pernicious literature. The wise teacher will consult with parents on these matters. Children must have a better time in their own homes than they can possibly have outside; they must be provided with such good reading matter that they will have no yearning for the degrading. The Sunday School library cannot be too carefully selected.