

When we think of the weak child nature, we can understand how very difficult it is for children to center their thoughts upon seemingly unattractive subjects,—they who are ever ready to turn to every distraction, and they who linger around, and cling more steadfastly to the gay and brightly coloured pictures. But the attraction we require is far different than that which the children must have. So I have considered the following points :

1. *The Teacher and the Pupils.*
2. *Rules*
3. *The School-room.*
4. *The Play-ground.*

How often has a teacher, when she entered her new school-room, looked around at the four bare walls and the rows of vacant seats, and not felt a sadness creeping over her, and a longing for something brighter! Then just imagine, if you can, how much more desolate a child who has not yet learned self-control, aside from play and freedom, must feel in such a room. Is not this feeling of desolation increased if he must behold sitting behind her rigid desk another forlorn looking person? But we must never allow our minds to dwell upon such a lonely scene, for there is no good in it whatever but rather harm.

The first thing which we need to think about is, how we can remedy this state of affairs. This change can only be brought about by the co-operation of the teacher and the pupils; but it is the teacher who must first make herself attractive, by being pleasant and cheerful. No matter what she may have to trouble her elsewhere, it must not enter the school-room with her. There must be a cheerful face, a smile and a pleasant word for all. She must show an interest in the welfare of the children, and in their homes, enquire occasionally for those at home, always ask about the absent pupils. Try to make the children comfortable while at work, and see that they are properly prepared for leaving school,—especially the little ones need this attention. When work goes all wrong, encourage by quietly and pleasantly explaining the way to do it. No matter if it has been explained, it has evidently not been understood. The teacher must first ascertain if the fault is in herself. There are also many more points which might be considered, but I think these are sufficient to make the teacher at-