

usual cares and responsibilities, and he is often too tired to read, but by his wife's flow of lively chat upon ever fresh topics his mind is, as he expresses it, so "irrigated" that it becomes rich and fruitful, instead of the arid waste which a mind exhausted by business and unrefreshed from without must be. Her children derive from their mother's varied stores countless bits of information

which enable them to better understand their lessons, and are constantly stimulated to greater efforts.

This useful and interesting woman makes no pretensions to learning, and, with the exception of reading and writing the English language with unusual purity and fluency, has no accomplishments; but she is singularly well informed. — *Harber's Bazar.*

THE INEVITABLES.

BY C. A. P.

IF teachers would make out a list of what we might call the inevitables of teaching, and underneath write a solemn vow never to "take arms against the sea of troubles," but submit to their invincible strength, much time and enthusiasm which is now spent in a futile struggle might be devoted to profitable work.

First on this list, should be a reminder, that, in spite of our best efforts, there will always be some pupils who will show little or no appreciable results.

With fifty pupils in a room, there are at least a dozen grades of ability and as many different results may be expected. Some, and they are invariably the ones who need the least attention, respond promptly and well to their instruction. Others requiring much more attention respond less promptly and satisfactorily. While still others, usually a small number, show almost no improvement from day to day.

This last class, every teacher admits, is a source of the greatest anxiety; and it is just here that we should apply our theory of the inevitable. Once sure that they are mentally incapable of anything better than what they offer us, we should desist

from striving or worrying, and, while giving them a fair share of attention and sympathy, pay no further heed to the matter. The strength uselessly expended in knocking one's head against the stone wall of their inability had better be used for those who need and can appreciate one's efforts, for, as an American poet aptly expresses it:—

"You may grind their souls in the self-same mill;
You may bind them heart and brow;
But the poet will follow the rainbow still
While his brother will follow the plow."

Perhaps the one thing which most surely causes "strained relations" among teachers, and is responsible for more heart burnings than anything else in the whole field of teaching, is the habit indulged in by some teachers of finding fault with the work of the teachers below them. So number two on her list should be a reminder that pupils never do any credit to previous teaching for at least a month after they have entered a new class. Hence, we should refrain from even judging, much less criticizing, till that period at least has elapsed. By that time we generally see so many good points that we are tempted to praise rather than blame. Let us wait till