

to the exclusion of every one and everything else; and if it sees in him "the great unlovable," distrust and fear at once take possession of it, and a barrier is thus raised against its intellectual progress, which it is very difficult to overcome. We think that teachers often neglect the fact that it is absolutely necessary for them to gain the affections and confidence of their pupils. To do this, it is not necessary, not even desirable, that endearing epithets should be used either in school or out of it. Uniform kindness is all that is required. Sympathy with a child's failings is sure to receive confidence in return; that accomplished, the key to its inmost nature is obtained. Gill says on this point, "Discipline animated by the spirit of kindness, is proverbial for its influence. It has charms for the worst natures, it has subdued the most obstinate tempers. Where it exists, the children will be incited to praiseworthy conduct, they will be put upon the path of self-improvement, offences will be prevented, unnecessary temptations will not be thrown in the way of the weak, and severity will be avoided—severity whether in exacting more than the children can bear, or in the infliction of brutal punishment." Very often the child is not a very pleasant object for the affectionate regard of the teacher, nevertheless its mind is subject to the same susceptibilities as that of the more favoured one, and both ought, in this respect, to be treated alike. Some teachers consider such treatment below their professional dignity. Grant this fallacy for the sake of argument. The question then arises—How is the very young child to be made to understand the rules of professional etiquette? No; the teacher who takes this ground is unworthy of the care of these little minds, and does not understand the wide scope of his profession.

But if the minds of the children are thus to be drawn out and educated, we must not neglect their bodily comforts. Of course ventilation plays an important part in this respect. How many of our schools possess that inestimable thing a good thermometer? We are inclined to think that in winter our school-rooms are kept too warm. And this

applies more especially to schools in rural districts. As a general thing, farmers keep their houses too hot, and when the children come to school they complain of the cold, if the school-room is not so warm as the house. They must be educated to this. We recall a case in our own experience. At the commencement of the very cold weather, the children complained of the coldness of the room, though the thermometer would register about 60° to 65° Fahr. They were told that it was not healthy for them to study hard in a very warm room. Before the winter was over, they would at once complain if the room happened to get over-heated. There can be no doubt that too great heat causes lethargy and dulness, and teachers would find the beneficial result of keeping a thermometer in the school-room.

Again, under the most favourable external circumstances, the busy little minds require variety and rest. The minds of young children will not bear the strain of continuous labour. They must have frequent relaxation. In a school where singing is taught—and we are sorry to see it taught in so few of our schools—a chorus, in which all can join, has a splendid effect. The little bodies are eased and rested by standing (or marching), while singing; the little minds are relieved; there is general relaxation; the exercise cannot be surpassed for its benefit to the lungs (on the assumption always that the room is well-ventilated); and the animation depicted in each face tells its worth. Another very good plan is to allow frequent recesses of one or two minutes—every three-quarters of an hour is sufficient. Our plan has been to allow the pupils in these intervals to turn round in their seats, and whisper quietly until the bell rings for work to recommence. This plan, besides the original idea of giving a rest, also does away with a great deal of talking which would otherwise be indulged in. These are only a few hints. The ingenious teacher will readily adapt and discover others perhaps more suited to his particular requirements. After all, the highest order is only obtained: where pupil and teacher mutually recognize the fact that certain work is to be performed.