

perfectly natural for young persons, who are under instructors and under the government of their parents, when they see their parents and instructors show that they esteem anything to be important, to feel something of its importance themselves. They think it must be important when their superiors esteem it so, and they will be more careful to attend to it. If those who are older than they show by their actions, or in any other way, that they esteem anything to be unimportant, children will naturally feel they may give their attention to it or neglect it, as they please; and always where they have not an interest they will neglect it, and they cannot have an interest unless they consider it important. When the public show a great interest, it puts new life and spirit into the scholar. Is it not natural? Spirits are sympathetic. Dullness is contagious; so is life. Life infuses life.

Another important thing is, that one thing be attended to at a time, and the mastering of that thing. There is, perhaps, nothing that discourages pupils more than the want of a clear understanding of the subject in hand. They feel that that particular study is hard; that they cannot manage it; and the natural result is, they become discouraged; and they think that there is no necessity for an attempt to perform the task for themselves, and the study becomes a "drag." It is important, then, that the teacher cultivate in himself the art of communicating, and that he impress the scholar with a sense of the importance of mastering what he is at, of his encouraging him, and of showing him that "haste is not always speed." Parents, too, should not be continually asking the child, "How FAR have you progressed," and then express astonishment when it has not progressed as far as they had expected or could have desired. Is it taken for granted that the teacher know's the child's ability? and this thing should be a matter between the parent and teacher, not between the parent and child. Parents should examine as to knowledge and thoroughness, and they should never discourage a child. Children should be taught that they do not possess all knowledge, and that they should respect their elders; but at the same time they should know that they may acquire knowledge by diligent study.

But in the education of youth, order and system should not be forgotten. The kitchen girl may learn system at school that will be invaluable to her in after life. The farmer boy may be so in-