

for the generality of cases, but I think there are even exceptions to it. Should there be a violent outbreak on the part of a pupil, such as open resistance or bad language in the presence of the school, then such pupil should be suspended or punished at once, and reported to the principal as soon after as possible.

If I were a principal, I would not be anxious to have petty insubordination referred to me; and if I were a teacher, I would consider my authority weakened by the necessity of making too frequent reports to the principal. The teacher who possesses tact will manage his own department in as far as possible.

For the REVIEW.]

A Hint for Vacation.

If, during your holidays, you want to get a thorough and complete rest, a rest of the very best kind for both body and mind, a rest which will give the school-room when you return to it an air of novelty, then do something which will enable you to look at life and at those problems with which you are so familiar from the standpoint of somebody else. Let me illustrate: If you are living at a farm-house, do not spend all your mornings in idle lounging, or even in reading and study, and your afternoons in making or receiving calls: do not occupy yourself wholly with scientific rambles, with hammer and vasculum, over the hills and by the shore, but identify yourself with some department of the farm-work. Take charge of the henery, or a section of the dairy, or of a part of the harvesting. Do not play at it, but work at it. Devote hours each day to it, and make it your business. Put so much of yourself into it that you will feel elated with success or dejected by failure. Get hold of some of the farmer's interest in the weather or of his wife's interest in the price of eggs and butter. Look at things for a while through their eyes and from their stand-point. Make their stand-point your own, and soon matters which were either unknown or which seemed trivial, will assume dignity and importance. Many things of former consequence will be quietly pushed into the back-ground. You will then be learning one of the grandest lessons which a human being can learn, namely, to look at facts and fancies, the real and the ideal, from the stand-point of some other person. If you are living at home find yourself some work entirely different from teaching. Get interested in it until you can look at circumstances from the point of view of a person habitually engaged in it. The American students who spend their vacation as hotel-waiters at fashionable watering places find their studies when resumed, possessed of more freshness and interest than do their wealthier fellows who were possibly guests at the tables at which others waited. Verily, life has its compensations, and after some of these we ought to seek during holidays, and we ought to seek in the natural way.

K.

For the REVIEW.]

School-Room Chats.

After *voice* and *mood* in verbs and teachers comes *tense*. Tense means *time*. Time has three principal divisions,—past, present and future, and these, with their sub-divisions, give verbs quite a number of tenses. But all that this world of ours has ever seen accomplished, it saw accomplished in the present tense; and I wouldn't give a fig for the teacher of the "yes, I'm going to" and "oh, that I had" style. No arm is long enough to reach forward into to-morrow or back into yesterday. Not until "to-morrow" becomes "to-day" is it ours to use or to abuse. Time, like a running brook, is passing before us. We can drink neither further up nor down than where we happen to stand.

Time is the most valuable gift which rational beings enjoy. On its use depend both character and prospects. And just think of it! nearly one-fourth of the child's time for six, eight, or ten years is placed at the disposal of the teacher. This very day you have probably had the time of two or three scores of boys and girls in your hands. What did you do with it? Could you have done better? Are we ever justified in doing anything less than our best?

In the class-room have a time for everything. This can be done without being the slave of a time-table or abruptly sawing off a subject at the moment of most intense interest. The root, stem and leaves of a plant are quite distinct although the one merges into the other. Let the different parts of your work be somewhat similar. And it is a good plan to have a couple of minutes rest at intervals of half an hour or so. The child's brain must not be kept under a strain for more than twenty or thirty minutes at one time. After that it responds only to a decided effort of the will. Four hours of continuous effort will accomplish far less than the same time interspersed with rest, play and singing. This applies to private study no less than to class-room work.

In opening and closing school be punctual. If your influence and example are such that habits of punctuality become natural, and the only natural thing, to your pupils, you have conferred upon them a lasting benefit with a money value.

In closing school be no less punctual than in opening. Children often have juvenile society meetings to attend, or an appointment with friends or parents for a drive, a walk, or a visit. If class-work should be continued beyond the closing hour, a timid little girl may not ask to go lest the teacher should think her lacking in interest in the lesson, and a pleasant outing may be lost to the child. Their plans and engagements mean just as much to them as ours do to us.

K.