

by dispatch," as they call it. A Japanese always wears two swords; one to defend himself against an enemy, and the dirk, or short sword for *hari-kari*, should occasion demand. You know I told you that when a little boy is four years old he is invested with two sham swords, one long, the other the short and terrible prophetic dirk; so that from their infancy they are accustomed to the thoughts of this death which may one day be theirs, and doubtless this familiarity robs it of many of the terrors with which we regard it. One would suppose that such tuition would cast a shadow over a boy's life, and that he could not be light-hearted and gay as our school-boys. But this is far from true. (*From January "Home and School," Louisville, Ky.*)

FOR INDEPENDENT WORK.—*In Practical Syntax*.—Have your class indicate the errors in the following, correct them, give the rule in each case: I do not mean that I think any one to blame for taking care of their health.—*Addison*. How happy is it that neither of us were ill in the Hebrides.—*Dr. Johnson*. Both minister and magistrate is compelled to choose between his duty and his reputation.—*Junius*. The richness of her arms and apparel were conspicuous in the foremost ranks.—*Gibbon*. The poetry and eloquence of the Augustan age was assiduously studied.—*Macaulay*. It is not fit for such as us to sit with the ruler of the land.—*Scott*. Neither law nor custom unites.—*Mrs. Stowe*. It was remarked by Dr. Noah Webster that he had never ventured to coin but one word—demoralize.—*Haven's Rhetoric*. This is the most unkindest cut of all.—*Shakspeare*. Our Father which art in heaven.—*Bible*.

"The nations not so blessed as thee  
Must, in their turn, to tyrants fall."—*Thomson*.

"My sister and my sister's child,  
Myself and children three,  
Will fill the chaise; so you must ride  
On horseback after we."—*Cowper*.

"And the widows of Atshur are loud in their wail,  
And the idols are broke in the temple of Baal,  
And the might of the Gentile, unsmeared by the sword,  
Hath melted like snow in the glance of the Lord."—*Brown*.

#### SOME THOUGHTS.

1. If you would have no drones in your school, talk at each recitation to the dullest in your class, and use all your ingenuity in

endeavoring to make him comprehend. The others, then, will be sure to understand.

2. Make each exercise as attractive as possible. Think out your methods beforehand, and illustrate freely.

3. Cultivate self-control; never be led into confusion, and above all be in earnest.

4. Be cheerful and smile often. A teacher with a long face casts a gloom over everything, and eventually chills young minds and closes young hearts.

5. Use simple language when you explain lessons. Long words are thrown away in the school-room.

6. Thoroughly test each pupil on the lesson, and do not be afraid of repetition. Review every day, or much time will be lost.

7. Do not try to teach too much; better teach a little and teach it well.

8. Endeavor to make your pupils understand the meaning of what they study. Probe the matter to the bottom, and get at the real knowledge of your scholars.

9. Cultivate the understanding, and do not appeal directly to the memory.

10. Lay the foundation of knowledge firmly and well.

11. Impart right principles and lead your pupils to a higher level, to a nobler range of thought. Endeavor to accomplish all that skill, intelligence, and love can suggest.

What now you do, you know not,

But shall hereafter know,

When the seed which you are sowing

To a whitened field shall grow.

'Tis a rich young soil you're tilling,

Then scatter the good seed well;

Of the wealth of the golden harvest

Eternity will tell.

12. Teach your pupils to fight manfully in the warfare of good against evil, truth against error, and above all, let the eternal principles of right and wrong govern your own life, and form a part of your own character. If you do this, you will "sow beside all waters, and eventually bring home your sheaves rejoicing."—*Maine Educational Journal*.