

HINTS FOR THE SCHOOL ROOM.

A Few Language Devices.

1. Read an easy story and have pupils reproduce it upon their slates.
2. After the difficult words of the reading lesson have been written upon the board and thoroughly pronounced, spelled, and used in statements, allow the pupils to write short stories, using the new words. This is a good test of their ingenuity, and words thus learned are rarely forgotten.
3. Write ten lines, telling how you spent Christmas, New Year's day, or your last birthday.
4. Hang a large picture before the class and call for oral descriptions of the same. Offer suggestions that will cultivate perception and reason.
5. Write sentences upon the board, omitting action words, and have pupils supply. Later, have similar work with other parts of speech.

Receiving Visitors.

1. Receive a visitor politely, and offer him a seat.
2. Make no explanation concerning your work, but go right on just as you would do if no one except your scholars were present.
3. Give your visitor a book, and be certain that he is in such a place that he can see what is going on and hear what is said.
4. Unless on special occasion do not call upon him to make a speech.
5. If you have occasions to introduce him to the school, be certain to have your pupils rise for a moment. This is showing but ordinary respect.
6. If anything is said commendatory or instructive, thank him in the name of the school. It is a poor service, indeed, that does not deserve a simple "Thank you."
7. Don't be fussy, or anxious, or impatient for commendation. Don't ask him how he liked this or that, or fish for a compliment. If you really want to know anything, and have confidence in your visitor's ability, ask him after school is through. Listen patiently and attentively, but do not controvert or oppose. You can do your own thinking and acting. Arguing will do no good.
8. Secure the presence of visitors as often as possible, and let your pupils be accustomed to talk with them on all proper occasions.
9. If a visitor is so impolite as to interrupt a class, and seems disposed to get up a discussion or controversy, stop, wait patiently until he is through, answer politely, but go on yourself. Keep the class in your own hands. If you are driving, hold the reins. Never let a class get beyond your own control. You

are teacher, and no examining board, county or city superintendent, or president, no one, not even the President of the United States, has any more right to interrupt you than you to interfere or meddle with them.—*School Journal*.

For Friday Afternoons.

The work for this, the last afternoon, may be varied; but avoid getting into ruts. A part of the afternoon may be devoted to an interesting lesson on chemistry, with experiments. A monthly programme like the following, which we take from an exchange, may be used with good effect for several months in succession:

First Week.—Studies and readings in natural history and physical science, with conversations, experiments, songs, and "memory gems."

Second Week.—Health and temperance. Suitable songs and readings; "Bands of Hope," with exercises and conversations.

Third Week.—History studies; readings in local and general history and current events; patriotic songs and recitations.

Fourth Week. Humane education; readings and conversations illustrating deeds of mercy and kindness to men and animals; "Bands of mercy," with suitable exercises.

Ten Rules For Losing Control of a School.

1. Neglect to furnish each pupil plenty of suitable seat-work.
2. Make commands that you do not or cannot secure the execution of. Occasionally make a demand with which it is impossible to comply.
3. Be frivolous, and joke pupils to such an extent that they will be forced to talk back. In this way they will soon learn to be impertinent in earnest. Or be so cold and formal as to repel them.
4. Allow pupils to find out that they can annoy you.
5. Promise more in your pleasant moods than you can perform, and threaten more in your cross moods than you intend to perform.
6. Be so variable in your moods that what was allowable yesterday will be criminal today, or *vice versa*.
7. Be overbearing to one class of pupils and obsequious to another class.
8. Utterly ignore the little formalities and courtesies of life in the treatment of your pupils in school and elsewhere.
9. Regard the body, mind, and soul of a child utterly unworthy of study and care. Let it be a matter of indifference to you whether a child is comfortable or uncomfortable. Regard it unimportant