

For the REVIEW.]

Miscellaneous Suggestions.

It is no waste of time to have the scholars sing. The teaching of patriotic songs will do much to make the rising generation patriotic.

Do not, in teaching history, magnify over-much, the sovereigns; few of them have amounted to much.

A vigorous warfare should be waged against the vicious school habit of putting the lead of a pencil in the mouth. Always bad, it is positively dangerous the case of school pencils that pass from child to child.

Have you some interesting autograph letters or a collection of coins? Take them into your classes. Perhaps an autograph letter from one of the great writers of England will arouse an interest in literature that might otherwise lie dormant. Perhaps "the image and superscription" of some sovereign on an ancient coin will add new life to the history recitation.

Too many school courses are the result of tinkering and patchwork by men who have no clear knowledge of the aims or principles of education, and little acquaintance with the capabilities or needs of children. It requires more than an educational cobbler to frame a progressive, rational, well-adjusted course of instruction for graded schools.—*Emerson E. White, LL. D.*

David P. Page tells in his "Theory and Practice of Teaching," of a visit to Auburn Prison. "Why are these men here?" he asked himself when he saw the prisoners. His thoughts ran back to their educators. "Once," he writes, "these men were children like others. They had feelings like other children, affection, reverence, teachableness, conscience,—why are they here? Most of them, because they had a wrong education. Tempted just like other and better men, they fell, because in early childhood no one had cultivated and strengthened the conscience God had given them." How many of them might have been saved! Teachers, fathers and mothers have a fearful responsibility, of which they cannot be too often reminded. Prisons reveal the educational standard of a country.

It is not enough that the teacher secures diligence in study, good order, and proper behavior in school. The vital question is: to what motives does he appeal in gaining these ends? If these be low and selfish, the results, however fair in appearance, will be like the apples of Sodom in the life. No temporary interest in the study, no external propriety of conduct can compensate for the habitual subjection of the

will to the dominancy of the lower motives. The pregnant truth is, that no training of the will can stand the supreme test of conduct that does not put its acts in harmony with the imperative *ought*—the last word in the vocabulary of reason and duty.—*White.*

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Why Some Teachers Fail.

Some reasons for the failure of teachers taken from a scrap book.

They are too lazy—neglect details—have no eye to order—hope to get along without effort—are easily discouraged—fail to know what the world is doing—do not find out what other teachers are doing—do not try to improve—have too much outside business—talk politics too much—philosophize on everything but their own business—fail to have new ideas—fail to use such as they have—are penny wise and pound foolish—have become dry, stale, and repulsive to live children—think inferior work does just as well as good work—are not polite enough—think most things take too much trouble—use poor judgment—fail to practise what the educational papers tell them—rely on the little stock of goods they began business with—do not study the children—forget that the art of teaching is an art that requires study—can see the weak points in their scholars, but not in themselves—are stingy toward themselves—read no educational papers or books—know so much they will learn no more—think they cannot learn anything more about their art—are trying to go into something else—do not determine to be the best teachers in the place—are rusty and without ambition—begin with a small stock of ideas, and have not increased it—follow the same method with each class—keep away from their pupils—never visit the parents—attend no teachers' meetings—do not seek for information by studying the methods of the best teachers—complain too much—do not see that the profession is as high as the teachers themselves raise it—do not study the great masters of the art—drop the school when it is over and never think of it again till they come up before their pupils next day—under-rate their business—think any one can teach who knows a little about studies—overestimate themselves—underestimate the pupils—think the school was made for them—neglect to think of the pupils' good at every point—do not take common sense as the guide, but hug a formalism handed down from the dark ages—do not study the lessons before teaching—do not travel—fail to manage with tact—are not in real earnest to teach, so that "to-morrow finds them farther than to-day."

Is your portrait in the above?

S.