

In many of the schools of France each pupil is provided with a blank-book, on the cover of which is printed some sound advice, showing how the good use of one's school life is likely to ensure a happy and prosperous future,—also appealing to the child's patriotism, to be and to do something noble for the sake of his country. On a certain day in each month all the exercises are written in this book, so that the pupil's progress from month and from year to year is seen at a glance.

I can scarcely conceive of a better or more wholesome stimulus than one in which the pupil strives to excel himself. After many years such a record would be looked upon as one of the most precious mementos of the past. I mean to try the plan, and would recommend it to all other teachers.—B.

It is becoming more impressed upon the public that the teacher must teach a good many things. Formerly a knowledge of the three R's was considered sufficient. Now it is demanded that the pupil shall have, in addition to these, some physical culture, walk well, sit well, and bear himself with some cultivation towards those he meets; that he shall read books; that he shall study nature; that he shall use tools; that he shall think intelligently of duty; that he shall know what is going on in the world; that he shall be able to write letters, orders, receipts, etc., readily; that he shall have some knowledge of his body and how to preserve his health. Knowing something of all this, if he has also acquired a preference for the good before the bad, the true before the false, he may be said to have a good education. The sending from the schools pupils so educated is the work of the teacher of to-day. And by such work should he or she be tested.—S.

"The noblest triumph of a schoolmaster or schoolmistress is found not in educating the virtuous and painstaking pupils, where education might be pretty safely left to itself, but in correcting, inspiring and elevating those of his pupils who are wilful, I daresay irresponsible, and seem to common eyes as if there were no power or promise in them."—*Contem. Review*.

"Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true. A master's success has sometimes been imperilled by so slight a matter as the mistake of not returning a boy's salute on the street. * * * The way in which things are done is sometimes more important than the things themselves. One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude, and to seem to be unjust."

The demon of unrest appears to have possessed himself of the entire world. Dissatisfaction appears on every hand. People hasten to be rich. The teacher leaves for more lucrative situations, grudging the time he is obliged to spend in the schoolroom. Pupils (and their parents) insist that such things shall be taught as will advance their interests, i. e., enable them to make money. In all this unrest the true teacher will seek to impress upon herself and her pupils the blessedness of calm, rest, reflection, normal growth. Keeping her own spirit she will become the custodian of many other spirits.—S.

"It is well to take up some subject outside your ordinary school work. It will serve to brush the cobwebs from your mind. A school-teacher's mind, if it is to be entirely healthy, needs some interest or occupation beside the regular school work. Try to forget sometimes that you are a schoolmaster or schoolmistress."

"How is it that masters and mistresses have failed so often to anticipate the distinction of their scholars? Want of care has not been the cause, nor want of good will, or interest, or ability. It has been chiefly, I think, the narrowness of the view which has prevented their seeing merit, or promise, unless it appeared in the limited field of the scholar's life."

Tired and worried teacher, how do you spend your recesses? Do you add to your discomfort by keeping some dull or backward pupil in, and fret and fume over him when you should yourself have been out in the pure air with your pupils thus refreshing yourself?

Do you take the recess to read some interesting book or paper, and become so much interested in reading what has no bearing upon your school work that you forget when recess bell should ring, and allow time to be wasted?

Teachers as well as pupils require the fresh air and should conscientiously observe the practice of going out in fine weather at recess. Not only would they be benefited by so doing, but their presence on the play-ground would prevent many a quarrel, and save boys from a punishment given for offences, the origin of which was on the play-ground, and which would not have occurred had the teacher been present. Prevent, rather than punish, is a good rule for a teacher.

Do you wish to study the disposition of your pupils? No better place to do so than the play-ground. Children at play show their natural dispositions; under the restraint of the school-room they are more or less artificial. If you have been in the habit of spending recess in-doors, try the out-door plan for a month. You will feel better and teach with more life. Raise the windows, open the doors, and leave the school-room at recess.—S.