

plans. This thinking and planning must be done out of school hours. The morning is the best time for this, because then the brain is rested and clear, and prepared for work. At night the head is wearied and worried with the cares of the day, and not in a fit condition for mental labor. Therefore, teachers, *rise early*, and devote at least one hour each morning to your school. Think out your methods for the day, and study up something new to interest your pupils. If you do this your labor will become easier, your school pleasanter, your scholars more interested, and your work more satisfactory to yourself and to your patrons.

HINTS CONCERNING STUDY.—It is not proved either by school statistics or health statistics that there is too much study in the civilized nations; certainly the general intelligence of any people has not reached the point of redundancy in knowledge. The fault is more in methods and habits of study than in quantity. Ministers are sometimes called "hard students," and are pitied because they have to spend so much time over their sermons. But not one minister in ten who breaks down prematurely is disabled because he has done too much or worked too hard, but only because he has worked in the wrong way. The amount of study does not do the mischief—it wears and kills only because it is badly adjusted. Some will study straight on for two, four, six or eight hours, with no relief, reading incessantly, writing incessantly, hardly stopping for food. Six or eight hours a day are not excessive in quantity, but six or eight consecutive hours are sure self-destruction. Few constitutions can stand the strain, even if all the rest of the waking hours be spent on the play-ground, and a solid bar of sleep be put between the days.

—REV. C. H. BRIGHAM.

THE ABUSE OF BLACKBOARDS.—The more familiarity with chalk the better. Green is to be preferred to black for the schoolroom. There should be no seats for pupils under the boards, on account of the dust. The space assigned to each pupil on the board should be proportioned to his kind of work. Little girls behave better than boys at the board, especially in their ways of standing; so look to the latter when there. The pupil should stand generally at the right of the board. One

abuse is the amount of noise made in handling the chalk, which should be obviated at once. The work may be almost noiseless, especially with the better class of crayons. Regulate the strength to be put upon the chalk. Get uniformity of clear, bold figures of medium size, written with a steady and distinct impression. The method of erasure is another abuse. Sometimes only partial erasure is made, and often a great dust is made by violent and rapid rubbing. No dust flies when the rubber stops at the end of a single rub; but it falls quietly into the trough. Another abuse results from the carelessness of the pupil in beginning his work in the wrong place, at random upon the board. This should be carefully regulated. In general, he ought to begin at the left upper corner.

—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 the young mind and closes the young heart.

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

6. Thoroughly teach 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 to the memory directly.

10. Lay the foundation of knowledge firmly and well.

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

A JAPANESE BATH.—In Japan, even in the lowest inns, the traveller's request for a