

NOTES FOR TEACHERS.

STUDY AS AN ART.—It is an art to know how to study. Many a good student lacks the power of teaching this art to others. One of the most complimentary things that a discriminating parent said of a certain teacher was that she had taught a little girl how to study. Progress made by that same child in a subsequent school year could not be so easily traced to the subsequent teacher as to her who had originally showed the child how to go about the art of study. Is not this an art which teachers think too little about? A philosopher said that the best thing that a university can do is to put the student in possession of the keys of the library. And an editor once said to one whom he was about to engage as an assistant,—and who was fearful of his own limitations of knowledge,—“You may not know all about this or that, but you know how to go about looking it up.” Many a one has a dictionary or a concordance to the Bible; but too large a proportion of such persons will sit down and wonder how they can find out the simplest facts, which are plainly set forth in volumes within sight, while they despair over their ignorance.—*The Sunday School Times.*

READING ALOUD IN THE FAMILY.—

It is a pleasant practice to read aloud by turns some book entertaining to all. A quarter of an hour at breakfast and perhaps half an hour when the little ones are in bed may often be agreeably spent in this way.

The kind of conversation that goes on at table and round the fireside is one of the great means of developing the intelligence of children. To be brought up in a family where the talk is mainly upon business and gossip and things out of the newspapers is nothing short of a calamity.

It is good that the children should learn to love books. Not only should they know how to get information from books but they should know how to get pleasure out of them. I would teach a child some respect even for the visible printed page. The good books of the household should be bound in a durable and attractive style. They should be carefully handled, not dog-eared or thumb-marked or scorched by being held against the fire. When the young ones, grown up into men and women, think of the tea-table or fireside of the old home, let them associate with the bright hearth and lamp and the hissing urn the reading that taught and amused them.—*The Journal of Education.*

MORAL ENLIGHTENMENT.—Sometimes the apt use of a proverb will do more to throw moral enlightenment on an act than the most lengthy of lectures. There is no better way to impress a moral lesson on the mind than by taking hold of such an opportunity and using it. Let an act suggest the proverb. It will give inspiration to the corrections and advice that will come later to apply the proverb to the act. It is the best way to develop a moral insight into actions. The pupils' understanding of the proverb should be first evolved from their own ideas of the action, and the proverb should be used so as to show its application to the deed.

The terseness, conciseness, and peculiar fitness of the proverb make an impression on the mind that is lasting. A great educator has said of proverbs that “they serve as pegs in the memory, to which long chains of moral reflection can be attached.”—*The New Education.*