

Keep your voice down to the conversational key. A quiet voice is music in a school-room.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions, and have them corrected afterwards.

*Seldom repeat a question.* Train your pupils to a habit of attention, so that they can understand what you say the first time.

Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was "that he allowed his slow boys time to wriggle out an answer."—*Swett's Monthly Teaching.*

THE LONGEST DAY OF THE YEAR.—It is quite important, in speaking of the longest day of the year, to say what part of the world we are talking about, as it will be seen by reading the following list, which tells the length of the longest day in different places. How unfortunate are the children in Tornea, Finland, where Christmas day is less than three hours in length! At Stockholm, Sweden, it is eighteen and one-half hours in length. At Spitzbergen the longest day is three and one-half months. At London, England, and Bremen, Prussia, the longest day has sixteen and one-half hours. At Hamburg in Germany, and Dantzic in Prussia, the longest day has seventeen hours. At Wardbury, Norway, the longest day lasts from May 21 to July 22, without interruption. At St. Petersburg, Russia, and Tobolsk, Siberia, the longest day is nineteen hours, and the shortest five hours. At Tornea, Finland, June 21 brings a day nearly twenty-two hours long, and Christmas, one less than three hours in length. At New York the longest day is about fifteen hours, at Montreal, Canada, it is sixteen.—*The Christian Intelligencer.*

#### CORRECT USE OF GUESS AND THINK.

The following suggestive lesson is taken from Tarbell's *Lessons in Language, Book I.*

"To guess" means to judge without knowing, to conjecture.  
"To think" means to believe, to consider.

The forms of these words are *guess, guesses, guessing, guessed; think, thinks, thinking, thought.*

Use some form of *guess* or *think* in each of these sentences:

1. Can you — the answer to this riddle?
2. I saw the man, but I could not — who he was.
3. I — I must soon stop writing.
4. He said he — it was all right.
5. Mary covered my eyes and said " — who it is."
6. Can any one — what I have in my hand?
7. Well, I — 'tis time to go.
8. She — she knew enough not to get lost.
9. I — you will do better next time.

#### GEOGRAPHICAL CONUNDRUMS.—MAP OF EUROPE.

1. What city is a useful appendage to a bottle?
2. What islands are a dwarf pony?
3. What island names a girl?
4. What city names another girl?
5. What city is not too tight?
6. What islands are not wise?
7. How many colored seas do you find?
8. What island is a person?
9. What city is a relative?
10. With what country would you celebrate Thanksgiving?
11. With what country would you cook it?
12. By changing the last letter of a river what piece of your body would appear?
13. What island is almost the name of a fish?
14. What city would you choose when buying china?
15. What city would you select for a loaf of bread?
16. What city for a favorite style of steak?—*School Record.*

#### THINGS USEFUL TO TELL.

STATE ABBREVIATIONS.—The most egotistical state, "Me."; most religious, "Mass."; most Asiatic, "Ind."; father of states, "Pa."; most maidenly, "Miss."; best in time of flood, "Ark."; most useful in haying time, "Mo."; decimal state, "Tenn."; state of exclamation, "La."; most astonishing state, "O."; most unhealthful state, "Ill."; state to cure the sick, "Md."; state for students, "Conn."; state where there is no such word as fail, "Kan."; not a state for the untidy, "Wash."; suggestive of mineral wealth, "Ore."; of military distinction, "Col."—*Selected.*

It would be a good exercise to propose some of these conundrums to brighten up students occasionally.

FOR ARTICULATION.—1. "Let lovely lilacs line Lee's lonely lane." 2. "He drew long, legible lines along the lovely landscape." 3. "The old cold scold a school coal scuttle." 4. "Did you ever see a saw saw as this saw saws?" 5. "Eight great gray geese gazing gaily into Greece." 6. "Some shun sunshine; do you shun sunshine?"—*Selected.*

The above is valuable for drill to secure clear enunciation.

Sir John Lubbock has gone to the ant again, and if he keeps up his visits, and others imitate him, that interesting insect will become useless for Sunday-school purposes. Sir John succeeded in getting fifty ants helplessly drunk, and then placed them outside an ant hill. The sober ants came out, picked up their friends, and put them to bed to sleep off the effects of Sir John's liquor; the strangers, however, they sternly rolled over into the ditch.—*Scientific American.*