

board kept free from accumulations, and brushes well dusted every day, the evil may be reduced to very small compass. The matter is worth the attention of all concerned.

As an indirect means of abating the dust, I may mention the use of *chalk* instead of plaster. Carpenter's line chalk is not quite so handy, but it is far less dusty than common crayons, and if cut into angular fragments with a knife is very convenient. Many blackboards are too rough, and wear the chalk far more than is necessary. Very little flour of emery or ground pumice stone is necessary in the coating. If care is taken to exclude every particle of oil or grease from the composition, a very small quantity of emery or pumice will give the board the requisite grittiness of surface. It would pay any teacher to recoat a rough board with a smoother finish, rather than suffer the effects of chalk dust. New boards may be polished with a smooth piece of hardwood or metal. Let any teacher observe, two hours after dismissal, the thick covering of chalk dust which settles down on the desks and seats of an ordinary school-room on the afternoon of a cold day when the windows have been kept closed, and reflect whether the unavoidable impurities of school-room air are not sufficient without the addition of preventible ones.

HOW I MANAGE MY CLASS.

MRS. E. WALLACE.

The object of education is to develop and direct all the physical, mental and moral faculties; to produce a symmetry of growth and a harmony of action among all a child's powers, to give them force, direction, endurance and independence; we cannot, therefore, be too careful of the influence we exert, the habits of thought and action we aid them in forming, the practical use we enable our pupils to make of all they learn at school, and the impressions we make upon them in the management of our classes.

We have really as much to do with fitting them to fill well the different spheres in life as their parents.

We should teach them to be self-reliant and inventive, to utilize all the means within their reach, to economize time, strength, material and energy, and, in short, to make the very best use of all they hear, see and handle.

By carefully studying the different dispositions, their natural propensities to good and evil, we may, by encouraging the good, and teaching them to control and overcome the evil, help them to maintain the energy and rank of all their intellectual and moral faculties, qualify them to perform their various functions, and balance them so that they will act in concert.

As the heat and light of the sun, the winds and rains of heaven, promote the growth and strength of nature in trees and plants and bring out all their fair proportions, so we, as educators of youth, should guide, control and influence their minds so as to develop a healthy and vigorous growth.

We should not be satisfied with being in our respective rooms at a quarter to nine o'clock, mechanically going through the items marked out on our time-tables day after day, and dismissing with the doxology or the benediction when four o'clock comes, really manifesting more interest in the closing exercises than in any other portion of our work during the day. No need for wonder if there are frequent cases of truancy arising from a dislike for school, and a general lack of interest on the part of the pupils, where the teacher is not thoroughly in earnest in his work, and fully aware of the responsibility of his position.

I study my pupils, and, unnecessary as it may seem, by my

actions invite them to study me. In this way we soon become acquainted and understand each other.

By my becoming interested in them personally, manifesting pleasure or pain as their actions deserve, they exert themselves to please me both in their lessons and general deportment.

I make it a point to reprove kindly, pointing out their errors in a serious light, trying to make them understand that wrong-doing in every form reacts upon themselves; and that they are alike the real sufferers whether they neglect their lessons or are guilty of a misdemeanor.

If necessary, I punish severely, but not for a first offence, and never without first convincing the offenders that I would be guilty of wrong, unworthy the trust reposed in me by their parents and School Board, if I allowed such conduct to be repeated without punishment.

I find that a few minutes spent *every morning* in talking with the little ones (mine is an eighth division) about "being good" has a beneficial effect. I do not recommend formal lectures on morality, but simple conversations about seeming *little* errors to shun, little works of love and duty to perform, the kind of impulses it will be safe to follow, and those from which to turn away. It is then we form plans for carrying out the day's work. I allow the children to give their own ideas, or rather *I lead them to express mine*; and believing that they have had something to do with to-day's plans, they feel a certain responsibility for carrying them out, and their importance in their own eyes in securing the success of to-day's lessons sets them to work in good earnest. This is not the only result—it forms the habit of thinking and planning for themselves, which will be worth a great deal to them in after life. And should not this be the direct aim of all our teaching? Should we not teach them to look beyond school-days for the harvest of their work in the school-room? School lessons should be only the means to an end away in the future.

We have all noticed how constantly and earnestly a new pupil watches us. He is quite indifferent to the appearance of his future class-mates; but he is measuring us in every turn we make, and before four o'clock comes he has made up his *little* mind as to how he can manage us. This is especially true in the case of troublesome pupils.

And this is the very best time we will ever have to make a good impression, to secure the respect and love of that pupil. Meet his inquiring scrutinizing looks with a smile, or a kind word, or a short explanation. Do not *exact* any work from him; tell him he may just look on to-day and see how nicely we get along in our room, and judge for himself how he is going to like to work with us.

Give him to understand that it will depend upon himself entirely whether we will keep him or not.

Find out which studies he takes most interest in, and before four o'clock comes have your mind made up as to how you can best meet him in his inclinations, disposition and temper. Let him see that, as one of your pupils, he is at once an object of interest to you. I find this a good plan, especially with wilful, troublesome boys; and it takes no time from the regular work of the class.

It is great help to have everything done in order, such as taking slates, books, pens, etc., and replacing them in a fixed way. The children should not be allowed to think that anything may be done carelessly in school. It saves the teacher a large amount of trouble and noise, and assists very materially in forming habits of neatness and despatch, which become rules of action for them in future years.

If it be true that "the boy is father of the man," how important that a good foundation for systematic work be formed in youth. How many more bright, pleasant homes we would see, particularly among the lower classes, if people knew how to make good use of