

then fold once laterally and the second time lengthwise, adapting its length by the first fold and its width by the second. If letter paper, fold once laterally into two equal folds, then twice lengthwise. By the first fold suit the length, by the second and third the width of the envelope.

12. Always make the folds square and close. When folding a sheet begin with the letter laying on the fourth page, always folding the first page in. If writing is exposed on the fourth page so that it might be read through the envelope, place over it a neat slip of paper.

THE FIRST DAY OF SCHOOL.—1. Prepare for the commencement of your school, if it is possible, by securing a clean and attractive school-room. Rather do disagreeable work with your own hands, or use money from your own purse, than receive your pupils in an untidy or unattractive room.

2. Do not forget that first impressions are lasting. So trivial a thing as the careful arrangement of the hair, or the adjustment of a fresh ribbon or dainty flower, may win young hearts and begin a friendship which will not soon end.

3. In our ungraded schools, names and classification can best be obtained by calling out one class at a time and having a kind of informal recitation. Everyone will then do something, and the wearisome first day will seem less like the meeting of some mutual-admiration society.

4. Instead of a multitude of small classes, one large one is preferable, even if a uniformity of books can not be secured. Assign a topic for the lesson, and allow facts to be obtained from any reliable source. For instance, a class in geography might begin with the State of Michigan—its boundary and rivers, followed by its lakes, minerals, and animals; and that by its towns in order of size, and rail-roads, or its area, population, etc.

5. Instead of spending an hour in laying down rules, wait till there is a necessity for a rule, when it can best be made known and will be much longer remembered.

6. The teacher will find it a relief to the entire school, if he vary the tedium of examination and classification by reading some entertaining and instructive sketch or singing a few well known tunes. He might also inspire confidence in himself by preparing an interesting object lesson for the

little folks while the older ones are preparing a short lesson. In the same way he could interest the older ones, and make them feel that the day is not lost, by a short time spent in oral instruction on some such topics as color, ornamentation of ourselves and surroundings; the different presidents of the United States, some of our common animals, the movement of the earth and its moon, and consequent placing of the circles of the earth. In short go to the school-room the first day armed with interesting stories, rousing songs, cheerful looks, and kind words, and other more common weapons will not be needed.

METHODS IN GEOGRAPHY.—Among the pleasantest is that of allowing the pupils to make imaginary journeys through the countries they are studying. For instance, if the geography of the United States was being studied by a class, each pupil might have a section assigned to him, and his journey confined to that. He must tell in what manner he travelled, by land or by water; what was the appearance of the country; what crops were cultivated; what manufactures carried on; what cities; were there any natural curiosities; where was the scenery most beautiful; are there any places of historic interest, etc., etc. This account may be given orally, or prepared as an essay. It should be accurate in its details, though much freedom may be given to the fancy in descriptions. A pupil once described her journey to South America so naturally, that her companions asked to see her preserved specimens of the magnificent ferns she had referred to. In preparing them, railroad maps and gazetteers should be used as the foundation, and with this weave in the descriptions of travellers, which are so frequently found in the periodicals.

Another very fresh exercise is to select some place of interest, as Niagara, Yosemite, the White Mountains, and let each one find out all he can about it, and, if possible, bring a stereoscope with views, or any other representation, and spend the recitation hour in familiar talk about the place.

Again prepare a list of the celebrated works of art and noted buildings in the country you are studying, and let the class find out about them.

These few exercises will suggest other similar ones, by means of which the whole

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