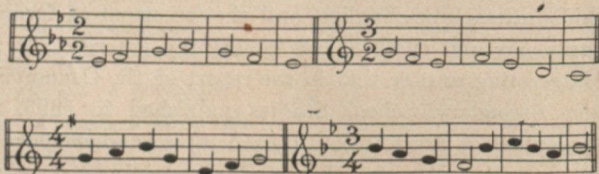


found of great value. Always give the class the sound of *do* before giving them such an exercise.

Then comes the counting and beating of time. The forefinger should be used to tap lightly on the desk, *pressing hard* (not tapping loudly) on the accented beat. Have a good deal of counting done before attempting to work with it, then introduce easy exercises, gradually increasing in difficulty. Use only $\frac{2}{2}$, $\frac{3}{2}$, $\frac{4}{4}$ and $\frac{3}{4}$ times in this grade.



Always be careful that everyone tries to tap off the time correctly, and the little ones will soon get so they can see a time-mark themselves just as soon as it is placed before them, and they will get all ready to mark time. Do not spare new songs. Use them continually. These are the spice that makes music worth studying to the children, and should be used constantly.

LUELLA E. BLANCH.

A Plea for Thoroughness.

If every teacher would make a resolution, and carry it out, to cultivate in her children the habit of thoroughness over and above everything else for one year, the blessing to a single generation would be beyond estimate.

Not thoroughness alone in lessons, but in every trifle of the day's routine. If the teacher could find the courage to stop the wheels every time a thing was half done, or less than well done, a habit of thoroughness would begin to grow, and the brain cells would come to the assistance and send down orders,—“Go back and do that over again!” * * *

We see that which we *will* to see. If the eye and ear could take up the sole duty for one day of noting how much of life's ills result from slipshod ways of doing things, the conclusion would be easily reached that the world might be revolutionized if everybody would do things the very best they could be done. Housekeepers everywhere echo the complaint of *unthorough*, inefficient service. The business men are not a whit behind, except that they do not say as much or reiterate it as often. They accept it with a sort of philosophy—that it *has* to be. It is not an extravagant statement that the creak in the machinery of every large enterprise can be traced to the fact that somebody has slighted a duty. The editor of a large newspaper in a New England city called in twenty boys from the city

schools, and not one could file papers thoroughly or write and spell a simple letter from dictation, without errors. * *

A love of thoroughness, a passion for thoroughness, must pervade the air of the schoolroom, and a standard of thoroughness must be set high, by a thorough teacher. That teacher who goes to her blackboard to write, “Whatever is worth doing at all, is worth doing well,” and scoops out a clean spot upon the board to place these words, leaving all the rest a debris of previous work, will never teach thoroughness. Words are dead things when contradicted by example.—*Primary Education*.

Avoid Monotony.

Do we ever think how hard it is for children to come to school merely because they “have to?” They do not see the end from the beginning; they have no knowledge of the world's requirement for educated people, or for their own need for training, and cultivation of the future life. They come to school in a sense blindfolded, groping their way about in a new, strange world. If they reach out too much they are told to “keep still,” “let things alone,” and “pay attention.” Every nerve is tingling, and every muscle is aching for animal freedom in an out-door world. But, instead, they are compelled to herd together in an indoor world, they don't know why. Their teacher was a child once, in some far away time, but she has forgotten all about it; does not remember her own child-longing for variety, and how she hated the same thing “over and over again.” And because she has forgotten, and because she is a teacher now and used “apples” one day to teach number and it “worked” well that day, they have done their sums in “apples” ever since. Poor little victims; it is a wonder that they have not come to hate “apples” and that they do not always associate an apple tree with number and “things” and “times.” No wonder that they are amazed when somebody recklessly proposes to do “sums” with “oranges.”

The experienced teacher who said, “When I think I have found out the best way to do a thing, I know it is time for me to stop,” struck a truth, but struck it too hard a blow. The sensitive teacher knows to a minute when the child is weary of the one way and when the index finger on the guide board is warning against the high road to wearisome monotony. She ought to read “Danger here,” no matter how well-trodden and flowery the way may look. Its ease is its danger. How shall I give a fresh side to my work to-day? How shall I touch my children in a new way? are the vital questions for the opening of every school day.—*Primary Education*.