

Hints for Rural School Teachers.

1. Make up your mind that you are going to like your school, your pupils and their parents. You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.
2. Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.
3. Be sure your schoolroom has the appearance of neatness and the atmosphere of study.
4. Make your daily programme and post it in the schoolroom; then follow the programme. It will help you to do more and better work in less time.
5. Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.
6. Make all reports accurately, neatly and promptly. Know the course of study and follow it closely in all subjects. Many teachers have a tendency to slight the work in drawing and in nature study and agriculture.
7. Conduct the grade examinations based on the course of study fairly and mark the answer papers conservatively.
8. Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.
9. Hold parents' meetings and thus develop a better understanding between parents and teacher, and stimulate a progressive school spirit in the community.
10. Become a member of teachers' associations and attend all of their meetings. This is one of the surest tests of a live, progressive teacher.
11. Hold conferences with your school board or trustees and make the needs of your school known. Don't be afraid to ask for the things needed to equip your schoolroom.
12. Take an educational paper and avail yourself of every possible means of becoming and continuing to be progressive.
13. Don't become discouraged but remember that "difficulties are but opportunities to test your ability."—*American Education*.

"Look at those branches," said little Mabel. "They are all trimmed with swansdown."

"Yes," said mother, "the snowflakes were busy all night making that trimming."

Schoolroom Punishments.

There are some schoolroom punishments in very common use incompatible with the best physical interests of the pupils. The maintenance of discipline is, of course, essential to progress and to mental tranquillity. In some schools, however, "discipline" is worshiped, and for its maintenance some harmful punishments are inflicted. Nor is the offending culprit the only one to suffer. Not infrequently the whole class is punished for the misdeeds of a few.

A very common form of punishment is the keeping in at recess time. This is wrong. It ought not to be permitted. The recess hour is for the children; it is the recreation hour and surely the younger children can ill afford to lose it.

Another punishment, simple and inoffensive in itself, becomes harmful from too long infliction. The placing of the head on the desk and keeping it there until told to sit up seems a mild sort of thing. But when the unnatural position is kept for half an hour or longer, perhaps because the teacher has forgotten the child, it becomes a really severe and harmful practice. This form of punishment is limited to the younger classes and these are the very ones most harmed by it.

The possibility of harm should be eliminated from all punishments administered to school children.

Stanley told his aunt that Jack Frost had come to spend the winter with them.

Stanley had his sled and skates, and was all ready for a snowball fight.

Jack Frost and Stanley are good friends.

Winter is a funny fellow. He paints people's noses blue and their cheeks red and pinches their fingers and toes.

Johnny says winter is a cunning old fellow, too, for he peeps through cracks to see what the boys are doing. The boys love old Winter, even if he is pretty sharp with them.

"What, dull?" wrote Sir John Lubbock of a man who complained of dullness, "when earth, air and water are all mysteries alike to you, and when as you stretch out your hand, you do not touch anything the properties of which you have mastered! . . . Go away, man! Learn something, do something, and let me hear no more of your dullness."