

Rule the slate on one side for writing, by scratching firm, exact lines across the slate. Leave alternately one-half and one-quarter inch spaces. Write in the smaller spaces. Discard a slate that is not properly and clearly ruled. Before the children begin technical writing, teach the correct position and always require it. The child sits back in the seat and bends slightly forward to bring the eyes at the right distance. He does not turn in his seat, as this strains and tires the right side. The forearms rest on the desk to the muscle prominent on the under side. The elbows do not touch the desk. The feet are together and flat on the floor. The slate is laid flat and about in the centre of the desk. It is turned so the sides are parallel to the diagonal drawn from the upper left hand corner. It is moved, when necessary, to the right or left, up or down, by the left hand which rests lightly on the frame. Before the lesson, give exercises to gain freedom of motion, of which the following are examples:—Let the children take pencils, and move either with the teacher, or at her dictation. Hold the arm in front of the body, horizontally, and move from the shoulder. Make large circles in the air, calling them wagon wheels, hoops, etc. Make smaller circles, calling them rings, nests, etc. Place the upper arm against the side, and the forearm horizontally in front of the body. Give movements in this position from elbow, then from wrist. Vertical, horizontal, and oblique lines may also be traced. Give these either sitting or standing. The teacher has previously written a copy on the board, as nearly perfect as possible, between lines ruled like those on slates. Discuss the letter to be taken, having a detailed word-description given by the children. Give any terms the children will need in the description. Include name of letter, height, slant, and parts. This helps the observation and allows an additional form of expression. Have the letter traced in the air and on the slate, before writing it. Tell the class when to begin and when to write each succeeding letter. The work at first is almost wholly individual. The teacher watches the child, guides his hand when necessary, and encourages any effort on his part, even if the result is imperfect. In no lesson does she need more faith and patience. Begin with the simplest principles, their combinations, and finally the letters based on these principles. Take another principle and the letters based on that. Follow the order given in a recognized system of penmanship. Review much, proceed slowly, and encourage often.

—“As a man thinketh so is he.” What is the sum of a teacher's thoughts? If he is anything he is a leader, a source of knowledge and inspiration; but there are thousands who do not enlarge the scope of knowledge; who do not lead; who do not inspire. They are not teachers; they are but cobblers. The teacher's thoughts must run out from the realities into the infinites. He is in a plain, often a most unattractive, building—with walls scarred and defaced, with grimy floors, with blackboards so whitened that it is misnaming them to call them such; with a rusty stove, minus a leg, a door that lacks