

Practical Department.

SUGGESTIONS TO YOUNG TEACHERS.

1. Make weekly or bi-weekly inspection of all books held by the pupils, holding each responsible for the right use of the same. This will prevent much mutilation and destruction of books.
2. In the class-room, teachers should not confine the attention of the pupils exclusively to what is found in the books. "Books are but helps," or instruments; and while that which is contained in them should be judiciously used and thoroughly understood, yet, so far as time will permit, the teacher can, to advantage, introduce such matters as are not only valuable in themselves, but such as will tend to impress the subject of the lesson more firmly upon the mind.
3. Be judicious and sparing in awarding credit or discredit marks; to be lavish, would render them cheap, and comparatively valueless.
4. Before reproving delinquents in recitation, first inquire whether or not they have studied, and if so, what effort has been made. Some pupils may devote much time and labor to the acquirement of their lessons, and yet in the class-room be weak in recitation; and to denounce such would tend to discourage rather than stimulate.
5. During a recitation, the attention of all should be engaged upon the lesson or subject under consideration.
6. When a pupil applies for assistance in any question, do not accomplish the whole yourself, neither send him away entirely unaided; but after he has studied the subject faithfully, present to him one or two of the leading principles involved, and then leave him to develop the matter himself. Too much aid is sometimes worse than too little.
7. Teachers should, before entering on their duties for the day, be thoroughly conversant with the subject of each lesson. A teacher, while conducting a recitation, should never be obliged to refer to the book or map for the purpose of ascertaining whether or not the pupil is correct in his answer. Besides displaying a weakness on the part of the teacher, there arises in the mind of the pupil the query—Why should I study what my teacher does not know?
- The teacher should be first well acquainted with the true answer to every question, and the correct pronunciation of every word in the several lessons. It will be seen that many advantages attend this plan; the chief of which are—much time is saved, the teacher instructs with more facility and success, and the pupil, observing the familiarity of the teacher with the several subjects, feels for him a greater respect.
8. In hearing a lesson, give the pupil time to answer when it appears he has a correct idea, and merely hesitates to find words to express himself; but when it is evident that he is ignorant of the answer, waiting is but loss of time.
9. Be sure the pupils have gained ideas. Words, without ideas, clog the mind.
10. A teacher taking charge of a new class, should at first advance it beyond the farthest point it had previously attained in each study. In case the teacher finds the new class deficient in what has been passed over, he should not turn back until about two weeks have elapsed, when all necessary reviews may be made; because when a class passes under the control of another teacher, a sudden retrograde movement would produce discontent in the class. At the same time, the teacher should avoid allusions tending to disparage the course of his predecessor in the estimation of the class.
11. The hearing of lessons should not occupy more than one hour and a half daily; the remainder of the day being devoted to actual teaching, when the lessons for the following day may be explained by the teacher. In Grammar Schools, answering in concert should be abolished.
12. When practicable, teach by means of objects, or through the medium of the eye: in Geography, use globes, maps; in Astronomy, use orrery, globes, and diagrams; in Spelling, frequently require the pupils to write the words or sentences given.
13. If you have no drones in your school, talk at each recitation to the dullest in your class, and use all your ingenuity in endeavouring to make him comprehend. The others, then, will be sure to understand.
14. Make each exercise as attractive as possible. Think out your methods beforehand, and illustrate freely.
15. Cultivate self-control; never be led into confusion, and above all, be in earnest.
16. Be cheerful, and smile often. A teacher with a long face casts a gloom over everything, and eventually chills young minds and closes young hearts.
17. Use simple language when you explain lessons. Long words are thrown away in the school-room.
18. Thoroughly test each pupil on the lesson, and do not be afraid of repetition. Review every day, or much will be lost.
19. Do not try to teach too much; better teach a little and teach it well.
20. Endeavour to make your pupils understand the meaning of what they study. Probe the matter to the bottom, and get at the real knowledge of your scholars.
21. Cultivate the understanding, and do not appeal directly to the memory.
22. Lay the foundation of knowledge firmly and well.
23. Impart right principles, and lead your pupils to a higher level, to a nobler range of thought. Endeavour to accomplish all that skill, intelligence, and love can suggest.

What now you do, you know not,
But shall hereafter know,
When the seed which you are sowing
To a whitened field shall grow.

'Tis a rich young soil you're tilling,
Then scatter the good seeds well;
Of the wealth of the golden harvest
Eternity will tell.

24. Teach your pupils to fight manfully in the warfare of good against evil, truth against error; and above all, let the eternal principles of right and wrong govern your own life, and form a part of your own character. If you do this, you will "sow beside all waters, and eventually bring home your sheaves rejoicing."—E. V. DeGraff, in *Virginia Educational Journal*.

THINGS STUDENTS SHOULD KNOW.

The following is the shortest and most accurate method of computing interest known, and is worth preserving. Multiply the principal by number of days, and divide—

If at 5 per cent., by 7,200.	If at 11 per cent., by 3,273.
If at 6 per cent., by 6,000.	If at 12 per cent., by 3,000.
If at 7 per cent., by 5,143.	If at 13 per cent., by 2,760.
If at 8 per cent., by 4,500.	If at 14 per cent., by 2,571.
If at 9 per cent., by 4,000.	If at 15 per cent., by 2,400.
If at 10 per cent., by 3,600.	If at 16 per cent., by 2,250.