

vines run along the wall and twine among the letters of the motto. English ivy is a beautiful vine for this purpose; in fact, any vine looks well on white walls. Have some plants, even if they are wild plants, and make rustic or wire hanging baskets for moss and vines. In winter, when plants freeze in your school-room, replace these vines with the common partridge berry, whose green leaves and scarlet berries are always beautiful, and your moss and vine will grow all winter. Perforated card wall-pockets, worked with bright zephyr, are very pretty. Cigar-lighters, or strips of tinted paper, sewed with zephyr in the usual diamond form for card-pockets make lovely receptacles for ferns and pressed autumn leaves. Gentlemen teachers must delegate these two classes of ornaments to the young ladies. In autumn, gather maple leaves, press and varnish them, and you have material for wreaths, crosses, anchors, etc., whose beauty is unfading. The stems from bunches of raisins dipped in melted red wax, form good imitations of coral branches, and from these, pretty basket, brackets, and small frames can be constructed.

Encourage your pupils to make geological and botanical collections. Very young children, with a little instruction, can classify the common rocks and earths, and learn the parts of plants and flowers in an incredibly short time.

Last, not least, however, comes the teacher and his appearance. It is not necessary that this individual possess a faultlessly beautiful face and figure. But there should be on his face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher's attire should be in good taste, and suited to the dimensions of his person. However cheap the material, let it never be slovenly, gaudy, or monotonous. With this room, and this teacher, few children will turn from school with hatred. A new interest in the place, and care for it, will instantly be manifest, and one week's enjoyment will amply repay all trouble and expense.

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6. IN THE SCHOOL-ROOM.

In school-rooms having double-seating, pupils when studying or called to position for any purpose, occupy the ends of their seats. A pupil's duty consists in quietly attending to his own business at his own desk, which is his place of business. He is never allowed to be turning around or idly gazing about the room, but is expected to keep busy with his school work. When visitors enter school, some pupils do no more than notice the fact, and do not allow it to interfere in their duties. Pupils are often cautioned against acquiring a stooping position at their desks. With young children, frequent changes of position are necessary, and are always allowed and encouraged by the teacher, the only condition being that they shall change their position so quietly as not to disturb their schoolmates. At their seats, pupils try to keep the floor about them neat and clean, and everything about them in the best order, the rule being a place for every thing and every thing in its place. Whispering is fatal to proper school discipline, and is highly detrimental to the best interests of the pupil, and therefore is not tolerated. Making a noise with the lips while studying is not permitted, except so far as it is unavoidable on the part of small children in the primary grade. Good order in the school is attained when each pupil quietly attends to his own business at his own desk. Absolute stillness is not at all desirable in a school-room, the little noise which attends busy work is natural, but noise resulting from idleness and carelessness works mischief.

Physical exercise shall be had not less than three or four times a day, for those between ten and twelve years of age. During recess, intermission and physical exercises, the teacher sees that the air in the room is changed. As a rule not enough attention is given to the matter of thoroughly ventilating school-rooms.

Signals.—The movements of school and classes are regulated by signals. Signals from a teacher consist of strokes upon a muffled bell (usually one stroke for a signal), strokes of a pencil upon a book or table, letters of the alphabet, and counting. For the sake of variety, different signals are used for different exercises. The following are samples for signals: Two quick strokes upon a call-bell, are used for stopping a school or class when in motion, and this signal from a teacher causes every member of the moving class to stop at once. Three quick strokes upon a bell is the signal for a class or school to be seated, and endeavour by another trial to obey a signal better.

A teacher seldom speaks to her school without first calling its attention by means of a stroke upon the call-bell, or a stroke of a pencil upon the table. Ringing or rattling a call-bell or drumming upon a table with a pencil, only increases any existing confusion, and should never be allowed as signals during school hours. After signals have been fully explained and understood, pupils are required to obey them. There should always be time enough given between two signals to enable pupils to obey the first one. The or-

inary signal used by a pupil, is raising the right hand when he desires anything; and he seldom speaks to a teacher in school without first obtaining permission in this way. In raising the hand the pupil brings the palm to the front about as high as his chin, *never shaking the hand or snapping the fingers*, nor getting out of his place in the class so as to be disorderly. Pupils never raise hands in a class during recitation to make corrections, till the pupil who is reciting has finished. Teachers often require pupils to use the following convenient signals:

4th. The whole palm raised to the front, indicates that the pupil is prepared to recite or explain and answer questions and give information.

3rd. Raising three fingers is a request to leave the school-room.

2nd. Raising two fingers indicates the pupil has a correction to make.

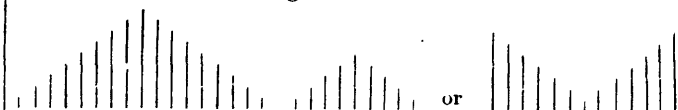
1st. Raising one finger indicates that the pupil desires to ask a question.

The advantages of formal order are many; it teaches obedience to properly constituted authority, regard for the rights of others, and leads the pupil towards self-control and regulation, and shows him that the highest good is to be sought and found in acting in combination and in harmony with his fellows.

Recitations.—After the schedule of daily exercises is once arranged, classes are worked exactly in accordance with its requirements. Punctuality cannot be too strictly adhered to. In calling classes for recitation, the dismissal of one class is the signal for the next class to prepare to rise; at the second signal—a stroke upon a muffled call-bell—the class rises with books in hand, facing in lines the direction in which they are to move in order to reach the place for recitation; at the third signal they move quietly to the place of recitation with books closed. Boys carry books in left hands at their sides.

Girls carry books in the same uniform manner as the teacher directs, generally in the left hand, raised as high as the waist and resting against the person, the arm bent nearly at a right angle. The manner of carrying books should be easy and graceful, or as nearly as possible like that of a lady carrying a small parcel.

When in position in class, pupils stand naturally, placing their books behind them; slates, if needed, may be quietly placed upon the floor in front of the class. The teacher should so arrange the classes at their desks, that when they go upon the floor they may stand in one of the following orders:



From the fifth year of school or from eleven years of age and upwards, pupils, particularly girls, should be provided with recitation seats, and not be required to stand while reciting. During recitation pupils do not lean against the wall, and when the teacher is instructing they stand with their hands folded behind them, giving their undivided attention to the instruction.

When the teacher calls "*Lesson*," right hands are raised, and she asks some pupils or the whole class to announce the page and lesson; and pupils do not drop their hands till the right answer is given. At the signal "*Books*," all books are brought to the front and opened at the proper page. Pupils hold books in left hands, the thumb and little finger on the pages, and three fingers on the cover; a pupil never holds a book high enough to conceal any portion of his face. The leaves of the book are turned from the top with the middle of the forefinger, as directed by the teacher; small children may hold the book with both hands till they gradually learn to hold with one.

When the school-room admits it pupils stand a little distance apart, each having a book of his own. The floor where the class stands is divided on a line, into spaces—twenty or twenty-four inches each—by brass-headed nails or chalk marks. When the recitation is finished and the next lesson assigned, the first signal is to close books and place them with hands folded behind; the next signal is to turn, facing the direction in which the class is to move in order to reach their seats, the third signal is to place hands at the sides for boys, and for girls as the teacher directs, and move quietly to their seats, carrying books as prescribed above. Pupils should never walk with their hands behind them. During recitation pupils give their undivided attention to their books or to their teacher. During the recitation the teacher's time belongs to the class which is reciting, and, so far as possible, she should not allow interruptions. The length of time for a recitation varies with the age of the pupils. Pupils from six to eight years of age ought to have from five to fifteen minutes for recitation; those from eight to ten years of age from fifteen to twenty minutes; those from ten to twelve years of age from fifteen to twenty-five minutes.