

try to deserve it? If so, decide in your own mind what success is, then how to seek it, and lastly work for it. Success is obtaining the right results. In teaching, it consists in making the pupils know—in leading them to love study, in training them to right methods of study, in forming right habits, in cultivating their tastes and talents judiciously.

To obtain success one needs knowledge and skill. He needs to know the right methods of work and have skill in the same.

Avoid all common errors, make a list of such errors as you know other teachers have, make a list of your own, and avoid them all. Seek perfection. The requisites of a good school are, a good school house, a good teacher and good scholars.

You can keep your house neat, quiet and well ventilated. The house has an influence on the school, keep the air pure and the rooms neat.

You can be a good teacher. Success depends not upon one great effort, but upon regular, patient, and faithful work. Keep at it—"With time and patience the mulberry leaf becomes satin."

Go to school in season. Call school at the right time. Have the pupils come in promptly and quietly. Write out your order of exercises. Arrange your programme as well as you can. Carry it out to the minute. Consider it as necessary for you to follow it as for the children to follow it. Provide enough work for every pupil. Suppress whispering. Secure the co-operation of your pupils. Lead them to see that it is for their interest to have good order and a good school. Require hard study from the pupils. Lead them to love school. Give short lessons. Assign them so plainly that none may mistake their lessons. Have the lessons well studied. Require clearness, promptness, and accuracy in recitation. A little, well known, is of great value. Let not "how much, but how well," be your motto; Do not assist the pupils at recitation. Cultivate their self reliance. Self help is their best help. Do not let them help each other. Excite an interest in study. Be enthusiastic yourself and you will make your pupils enthusiasts. Encourage those who need encouragement. Review often. Talk but little. Be quiet yourself. Speak kindly and mildly. Be firm. If you love the pupils, they will love you. Keep good order. Government is the main thing.

Have order and good order, whatever you lack.

A good teacher can become better. Be not satisfied with your present skill. Seek to improve yourself as a teacher. Study hard yourself and study daily. Try to learn more each day than you learned the day before. Have a fixed time for your own study. Use that in study. If you do not love learning why should your pupils?

Talk with parents about their children. Many parents can give you useful hints about teaching. Urge the parents to send their children to school regularly, and to talk with them about their studies. Review the day before retiring. Mark down your errors, their causes and effects—shun them in the future.

Keep a list of your plans your difficulties and your methods of meeting them. Look at the list often and see if you are carrying out your plans.

Read up on teaching. Read for improvement. Adopt new methods with caution. Hold fast the good, reach after the better. See if you can give a reason for your methods of teaching. Write. Make a list of the marks of a good teacher. Attempt to make these your own. Be not satisfied with doing as well as others—surpass them. Surpass yourself daily. Follow these suggestions and success is certain.—J. A. COOPER, Principal, State Normal School, Edinboro, Pa.

STUPIDS.—If a teacher has any cause for thankfulness it is for the "stupids." Now do not disagree. Think a moment. Who have "turned out" well of the class which you had fifteen years ago? Is it the brightest scholar who learned his lessons by intuition, who never needed to study; who could keep himself in mischief, his associates in a stew, you in a worry, and recite his lesson well, all at the same time? Or is it the slow good natured youth of whom you did not expect much? He never worried you. He studied hard at his lessons, never recited well, was slow to comprehend any point you might present, often discouraging you with his dullness. Yet he was diligent. He was reliable, too. He was always on time. He retained pretty well what he once learned, but it was dreadful work getting it. He was one of the faithful ones. If any special work was to be done and the teacher needed assistance he would