

HINTS TO PRIMARY TEACHERS.

A bright teacher in Malden employs a simple but effective means of promoting punctuality and attendance among the little ones. Her grade is the lowest primary. She buys two pieces of narrow ribbon of different colors. From these she makes a number of small knots of the separate colors, and a larger one of the two ribbons. When Friday afternoon comes the scholars who have been punctual and regular in attendance are each given a knot of ribbon to wear, the boys having one color and the girls the other, while the teacher wears the large one of the two colors.

At the close of the session ribbons are handed back to the teacher. Visit this room any Friday afternoon and the proud look of the wearer of each bit of ribbon tells you that the decoration of honor is one greatly desired. It is a simple device, but an effective one.—*Common School Education*.

Why Some Teachers do not Succeed.

1. They do not give special attention to the details of the work and discipline. Before the opening hour and during the recess they pay no attention to the conduct of pupils on the play-ground. One quarrel on the play-ground will cause trouble for months. During the recess is no time for a teacher to put work on the board, sit down at the desk, read a newspaper, or write letters.

2. They take their places before the class with a face void of expression or interest, and with a slow, listless manner, and then wonder why their recitations are not as interesting as those of some other teacher.

3. They will go buggy riding until ten or eleven o'clock, or entertain "the special friend," and then complain next day that the "children were so mean." No wonder! Reflection!

4. They are not really interested in the advancement of the pupils in their classes (their interest is in the salary), and then are foolish enough to expect the pupils to be interested in the school work. They make no effort to get the pupils interested in their work, and then blame the superintendent, board, and parents for not supporting them for their position.

5. They pretend to be professional teachers, and still they never read an "educational paper" or a work on teaching. They are no better teachers this year than they were two years ago, and blame the board for sending off and selecting live teachers for their places.

6. They are not uniform in their discipline in the school; "it varies with the weather." They threaten, scold, and grumble, and call it "discipline." When they want order, they "clap their hands, or rap on

the desk," or in some other way make more noise than the pupils are making, and thus attract their attention.

7. Having attended a normal school, they place their old "note books" on the desk and teach from them. They serve to their pupils the same dish this year that they did last year, without even patting in a little fresh seasoning by way of preparation during the preceding evening, and then wonder why the pupils do not relish the dish.

8. They believe that the text-books was printed to be committed, and they bend all their energies to secure that result in their work. They do not have the slightest idea that education is the development of mental power and not the accumulation of a list of facts or theories.

9. The work done this quarter is passed and then let severely alone. When the pupils are examined upon the preceding term they say, "We had that last term." In place of keeping the work well reviewed all the time, they have a special review, just before examination, and call it "keeping the work up."

10. They attempt to do too much, and thus do nothing thoroughly.—*Colorado School Journal*.

Why Some Teachers do Succeed.

1. They have a clear and definite idea of what they wish to teach. This requires a clear and distinct knowledge of the subject, or, in other words, of the entire group of ideas that constitute that part or phase of the subject which they are undertaking to teach. The order in which these ideas follow one another is also seen, and this constitutes the method of teaching.

2. They have a definite notion of what the pupil already knows, which they have discovered by conversation with the pupil and by questions. An inventory of the child's mental possessions has been taken, and the teacher has compared its knowledge with the subject, and knows what is the next thing to teach.

3. They have thought through the lesson before the recitation hour, and have chosen a way of approaching the main point that is to be impressed. They have thought of illustrations and of other matter that will add interest to the subject of the lesson.

4. But they use this preparation freely and as the state of mind of the class suggests. A preparation servilely followed will prevent the spontaneity that makes a recitation a success. They follow the inspiration of the moment, but the antecedent preparation gives a general direction to this inspiration.

5. They always connect the first part of the lesson