

pictures, busts, maps, and charts. Institute prizes of books and establish a good library. Let the school-room be kept neat and clean. Make it seem like home. Allow no boisterous conversations, no rude playing in it. Let it be sacred to what improves, refines and educates.

3. Manifest an interest in the recreations of the pupils.

Go to the playground—run, jump, and play at ball, or engage in any sport you can commend. "Be familiar but by no means vulgar." Give evidence that you feel an interest in the enjoyment of your pupils, and you will secure their friend-ship. Every teacher should study to understand what sports and games are proper for the playground, and thus be gratified to direct as well as in the school-room.

4. Cultivate the moral powers of your pupils.

Show them the importance of living for some object truly good. You can-

not interest or benefit those who have no rational ideas of the end of life. Show your pupils that God has inseparably joined goodness and happiness, and that to expect the one without the other is folly. A school is as dependent upon its moral tone for success, as a community. Reverence the truth in all you say and do, and act and feel. Let scholars feel how mean it is to utter or act a lie. In all your teaching, teach the truth—never make a rash promise, but fulfil to the letter every one you make. Cordially, and without cant or hypothesis recognize the claims of the Creator upon the obedience and love of all men.—Cherish all those virtues that adorn and beautify a noble, generous, manly life. Hold good men up as models for imitation and as objects for respect. Without a public opinion in school, which is in favor of virtue and good order, the school is an unmitigated curse.—Wis. Jour. of Education.

Teach Critically.

Whatever is taught should be taught well, for uncertain knowledge is poor stuff. There is too much loose teaching in our common schools. As a general rule, the scholars have the same teacher for a single term only. Next term brings a new one, and they soon find themselves unlearning and relearning much which they had learned correctly before. What is the result? If each teacher happens to be the superior of his predecessor, the evil is lessened. But this is not always the case; and if it ever is, how are scholars to know it? They cannot, and consequently soon distrust either their teacher's knowledge, or the reliability of knowledge itself. This, of course, weakens his influence, and renders his instruction much less effectual. For, a teacher must have the full confidence of his pupils.

In too many of our common district schools we find scholars reading carelessly, reciting loosely, and speaking improperly. Perhaps the very first recitation in grammar may reveal the fact that, to them, noun is "neoun," and participle is "particpal;" that regular is "regler," and perfect is "perfek;" and that some one of the class haint got no lesson!"

A recitation in Geography informs us

that is "Jography," and that the earth is "reound." The grand divisions of the Western Continent are "North and South Ameriky," and those of the Eastern, "Europe, Ashe, and Afiky!"

In Arithmetic we find "subsractioun," "proportion," and "square rute!" And to complete the list, a grinning urchin tells his teacher that he, "Haint lafin at noth'ing!"

Sounds so strong I have actually heard—heard them, too, uncorrected by teachers who knew better. This is all wrong. There is little remedy for such evils, except in the school teacher. At home and elsewhere, many scholars are continually hearing such abominations as I have mentioned above; and unless they are corrected while at school they are seldom corrected anywhere. The teacher should be prompt to correct every error of speech, as well as that of conduct. If his scholars say "neoun," it should not pass unnoticed any more than if they pull their neighbor's hair. For my part, I would rather have my hair pulled thoroughly than to be shocked by sounds so unnatural.

They should be shown the difference between the proper and improper pronunciation of words, and practised in some familiar examples. For instance,