

CHOICE MISCELLANY.

DRAWING IN SCHOOLS.—The study of drawing is now a branch of the regular course in the intermediate and grammar schools of the city of Providence. It occupies an allotted space of time, and is taught by the regular teachers. A writer in the *Providence Journal* says: "If drawing is of practical and general value, it may well claim to have place in our general system of education, and in the free schools, although it is evident that only the rudiments can be taught in the ordinary grades. And, if drawing is to be taught in the public schools, it will hardly be questioned that the work must be done by the regular teachers. The experience of other communities where the matter has been tested is that this is the true method of procedure. The regular teacher must therefore be qualified to give the needed instruction." The point here brought out is a strong one, and it may properly be supplemented by a general observation which appears in the last report of Mr. Philbrick, Superintendent of Public Schools in Boston:

"When drawing is properly understood and properly taught, it will be acknowledged by every enlightened mind to be an indispensable element in the education of every human being, whatever may be his destination in life. Here general education and technical education meet. The child needs drawing equally whether he is destined for a course of liberal culture, or for any industrial pursuits."

The Massachusetts Board of Education has also given much attention to this subject, and its last annual report contains some valuable suggestions. The chief difficulty in the teaching of drawing in the schools of that State is the want of competent teachers. The plan pursued in Providence shows the way out of the difficulty.
—*New York School Journal*.

KEEPING ORDER.—At the recent meeting of the Oxford Teachers' Association, Mr. Bucknell read an Essay on "Keeping

Order," of which the following is a synopsis: Order is "heaven's first law," and is nowhere more essential than in the school room. To secure it the teacher must be orderly himself. Like produces like. He must not reprove with angry tones and looks, but with soft and gentle modulations of the human clear voice, coupled with a self-possessed countenance. It is absolutely necessary that the hearty co-operation and support of trustees and parents be secured. These may be obtained by a firm, steady, straight-forward course in the path of known duty; by frequent visits among the parents, and friendly discussions on school matters, soliciting their kind aid, manifesting a real and deep interest in their welfare. A well-defined system must be adopted. There must be a time and a place for everything, and everything in its proper time and place. Therefore, a clock and time-table are necessary. Keep the pupils busy. Answer their requests with a cheerful yes, or a decided no; enforce everything by kindness combined with firmness. Avoid tediousness and monotony. Make the exercises interesting. Allow the pupils to use their vocal organs, and give them other physical exercises. Allow them full recess but require sharp attention to the bell. Be faithful in all engagements with them. A well-devised system of merit marking tends greatly to promote order. Allow no whispering or leaving seats without permission. If these rules are violated, give impositions and misdemeanor marks. Give the impositions in the evening, if parents do not object, otherwise at recesses and noons. Monthly or quarterly reports of perfect lessons, deportment, &c., should be sent to their parents, and framed and hung up in the school room for the encouragement of pupils and the inspection of visitors. All children need correction, varying according to the peculiar temperaments and dispositions. When all other means fail to bring into subjection the bold and defiant, do not shrink