12. Teachers determine the manner or way of study of the pupils by their manner or way of hearing recitations.

13. Teachers should always have a definite end in view in hearing a recitation, and they should spare no effort or preparation necessary to bring about such end or result. They should instruct pupils how to study and prepare their lessons, and never rest satisfied unless the pupils thoroughly understand the subject matter of the lesson.

14. Teachers should take special pains to encourage and brace up the diffident and easily embarrassed pupils, and restrain pupils that are too forward.

15. Teachers that are thoroughly in earnest rarely find time or occasion to occupy the chair while in charge of the school.

16. As teaching produces constant strain on the nervous system, it is highly important that teachers have plenty of sleep. Rest soothes the nerves, invites cheerfulness, improves the disposition, promotes patience, and is absolutely essential to good health. On the other hand, sleeplessness or the want of the required amount of rest tends to make one irritable, impatient, easily annoyed, and unfits one to do good work in the school-room.

17. In conclusion, allow me to express the hope that we may all realize the responsibility resting upon us as individual teachers. May we all be kind, generous, firm, faithful, honest and true to those who receive instruction from us. Let us all carefully study self, and thus improve ourselves and become better qualified for the discharge of our duties. Let us thoroughly acquaint ourselves with the subject matter to be taught. And, furthermore, it is essential that we constantly study human nature, that we learn to appreciate the varied wants of children and the difficulties with which they have to con-It we do this faithfully, it will increase our sympathy and tend. kindly feelings toward them, and enable us better to become real helpers to those who are dependent upon us.-American Educator.

WHAT SHALL WE DO WITH OUR SONS?

An article has been going the rounds of the papers for some time, entitled: "What Shall We Do With Our Daughters?" while nothing is said of the rearing of our sons. It could be inferred that no rules are necessary, but not so. The following seem to be silently acknowledged as the rules for the present generation :

Teach them to look upon a trade as a disgrace.

Teach them that poor clothes, honestly obtained, are to be scorned.

Teach them that they are to consider themselves above any kind of manual labor.

Teach them the art of loafing in all its perfection ; smoking, impudent staring, etc.

Teach them how to get in debt at the tailor's and leave their parents to pay. Do not let them consider the expense and sacrifices necessarily made for their college course.

Teach them to forget their manners while at home. Let them be

cross and surly to home folks, extremely polite to company. Talk to their sisters about expenses; meanwhile teach them to seek the company of expensively dressed girls, and when their bills come in for tobacco, and other little vices, pay them without a word ; finally, let them marry, and live in style at their mother-in-law's. Exchange.

EXCESSIVE ORDER-Excessive good order is a feature of many of our public schools. This does not proceed from efficiency, but from the lack of it in the principal or teacher. A man or woman of ability can afford to unbend occasionally, but a stupid person must assume a mysterious air and repress all exhibitions of human feelings A man not secure in his in himself, his assistants, and his pupils. position, not confident of his own power, is obliged to check the freedom of intercourse from his subordinates, lest a spontaneous interchange of views lead to a criticism and disparagement of his ability and methods. A strong man can afford to be easy, but a weak one, in self-defence, must be tyrannical. The effect of such repression is an icy gloom in the school incompatible with natural developments and enthusiastic progress. Mind attempting to grow in such an atmosphere, is like a potato-vine in a cellar. Sunshine is the inspiration of health, and honesty is the sunshine of mind up on mind. There can be no honesty in a small, weak mind, which has usurped the position of a large, strong one. The muscular arm can handle with vigor and safety what would be shattered by the grasp of distrust or palsy. As honesty is the sunshine, so good nature is the warmth of the mind, and it is only a good, strong mind that can shed both on the sensitive, responsive, and fruitful capabilities of the school.-National Journal of Education.

DRAWING.

DESIGN.

The object of this Exercise is-

To give practice in the arrangement of units alternating about a centre, or practice in vertical repetition, or in repetition to cover a surface.

In teaching original designing, one of the first principles to explain is that the opposite parts of a pattern correspond; that if any element in a pattern be selected another will be found exactly like it by going across the centre, to the similar position on the other side. Whateverthe pupil draws in one corner of a pattern, he must draw in the corresponding corner on the other side, across the centre.

Alternation around a centre should not be used unless the enclosing form has at least six axes of symmetry. For example, it would not be well to draw simply the diagonals or simply the diameters of a square, and alternate units around the centre on these lines. Neither would it be well for a beginner to alternate units in a circle on only two diameters at right angles to each other.

In the annexed illustrations, three examples of rosettes with units alternating about the centre are given as suggestions to the teacher for the illustration of alternation. Note the characteristics of the three rosettes. In Fig. 2, the enclosing form, a square on its diagonals, and the alternating units, are rectilinear, and the central form is curvilinear. In Fig. 5, the enclosing forms and the alternating units are curvilinear, while the central form is rectilinear. In Fig. 8, the enclosing form is rectilinear, the central form is curvilinear, and the alternating units are made up of both straight and curved lines. These similarities are pointed out to show that variety in design may be attained not alone by the use of entirely new elements, but also by a new arrangement or by a slight variation of forms previously used.

DIRECTIONS.-Fig. 2. Draw a square on its diagonals. Draw its diameters. Connect the ends of these diameters to form a second square. Quadrisect the sides of the first square. Connect the points of quadrisection nearest the left end of the horizontal diagonal by a vertical line. Connect the ends of this vertical with the centre of the square by oblique lines. Quadrisect the vertical and complete the unit. On the other semi-diagonals as axes, draw similar units.

Quadrisect the sides of the second square. Connect the outer points of quadrisection on each side of the square with the centre of the figure. Bisect the semi-diameters of the second square. Through the points of bisection draw a circle Bisect the radii of this circle and draw a second circle through the points of bisection. Draw an enclosing square about the figure.

Fig. 5. Draw a vertical and a horizontal line, equal in length and intersecting at their centres. With these as diameters, draw a circle. Connect the ends of the diameters to form a square on its diagonals. Draw the diameters of the square. Connect the ends of the diameters to form a second square. On each side of this square as a base, draw a semicircle curving outward. On each diagonal of the first square, mark off a short distance from each end. Draw four semicircles, passing through the centre of the circle and terminating in the points just made.

Divide the sides of the first square into three parts, making the two outer parts equal and longer than the central part. From these points draw oblique lines to meet on the semi-diameters of the first square, at a very short distance from the centre of the figure. Trisect each semi-diameter of the first square, and draw the curves of the smaller units to intersect on the semi-diameter a little nearer the centre of the figure than the outer point of trisection. Bisect the semi-diameters of the second square and connect the points, forming a third square. On the diagonals of this square, mark a distance from each end a little less than half a semi-diagonal. Connect the points, making a fourth square. Draw an enclosing circle