

HINTS FOR THE BUSY TEACHER.

(Gathered from various sources).

WRITING BUSINESS LETTERS.

One of the most successful devices I have used to interest boys in the writing of business letters is to give each child an illustrated magazine, allowing him to answer any of the advertisements he wishes. This is much more interesting to the average pupil than the prescribed course on letter-writing given in most texts on language.

NEW USE FOR GLAZED PAPER SAMPLES.

The rural teacher who finds it so difficult always to secure fresh material for busy work will find that she can put to almost innumerable uses, the glazed paper samples of paints and varnishes which one can secure at paint or drug stores for the asking. These come in all the bright colors that appeal to children. They may be used for counting; for simple designs drawn on the board and the children copy on the desk with these; or simple designs may be made for them. Just give the children a handful of them and they will be quiet for some time.

STUDYING TREES.

Encourage your pupils to make a collection of native woods. It is surprising how many varieties can be found in a small territory. Each pupil bringing a specimen may tell something of the growth, use and fruitage of the tree, where it grew with any other bit of knowledge. This teaches children to observe the trees around their homes. Show them also how they may recognize many trees by their shape. This will give additional interest to their rides or walks through the country. The fir tree is conical in shape with smooth bark and upright cones; the spruces have dropping cones with rough bark. The pines may be told by the number of needles in a bunch — white pine five; red, two long needles, and scub pine two short ones; and the trees may be distinguished by their different shapes. The beech tree is known by its spreading habit, but not always, for many trees which grow in the open have this spreading habit, while those growing in groves are tall and columnar. Perhaps the pupils can tell the reason for this difference.

THE AIM OF GOOD TEACHING.

It is vain for a teacher to attempt to work up an appearance when the reality is not there; girls and boys readily see through all such thin disguises. No word is needed; the feeling of the teacher is

known at once, and the pupil takes a sympathetic attitude, believing that the teacher is right, and that following her cannot lead him far astray. The same holds good in regard to the moral and religious character of the teacher. No spoken words are needed to put the pupil in accord with her in this higher domain. The instructor of character goes about among the pupils shedding upon them the light of her beneficent example, leading them to appreciate and enjoy what is grand and true instinctively. In fact it is better that the ordinary teacher should not endeavor to give too much direct religious instruction, for religion can no more be taught than any other virtue can. Virtues are lived, and the strong imitative faculty of the child leads to the cultivation of traits that are admired. The true teacher aims to train the pupil to be strong enough to live her individual life without the help that some teachers think necessary to give their pupils. Pupil and teacher are inevitably destined to part at some time, and the teacher who encourages her charge to be independent upon her trains to weakness and to sure failure when the parting time comes.

EDUCATIONAL OPINION.

What do teachers read, and what is the extent of their reading? Many read too little, a few read too much, others read nothing. Excess is better than deficiency. Nothing is more degenerating, monotonous and unbearable to a bright active pupil, than a teacher, whose general information and literary horizon are bounded by the texts of the school. A person that has never been electrified by good literature cannot develop in children a correct estimation of an Irving, or a Longfellow, or stimulate the noblest elements of child life. The teacher who reads with care can often enliven and fix, with happy illustration or anecdote, an otherwise dull recitation, or with an appropriate quotation fire to white heat a generous impulse. Question teachers as to what they read, and drive from the ranks those who, in these days of good and cheap books, have read not at all or have feasted and corrupted their minds with the frivolous and impure.

"The good old days (?) when muscle to ply the birch was a teacher's only qualification; when the 'rule of three' was the *ultima thule* of all earthly knowledge, are gone forever. Teaching in these days has become a science and an art. A teacher's true mission is no longer confined to the presentation of dry facts, but has broadened to embrace the higher duties of training the mind, and teaching how to think and how to study."—Supt. B.W.Scott.