

one whose teeth are nicely cared for they will see that what you say is true. Finger nails have a way of showing the character of their possessor: what is the legend inscribed on yours?

As the weeks go by, you fall into the routine of school-duties. You find a great deal of work to be done at home, out of school-hours, and, with a strong sense that you must do that faithfully and conscientiously, you correct the examination papers and spelling blanks, and go to bed tired and stupid, forgetting that as you closed the school-room door you tore the braid from your dress, and put a pin in it until you should reach home. Don't forget it tomorrow morning! Do not fail to give yourself the elevating, the sanctifying influence of clean collars, cuffs, and handkerchiefs. Try it some day when everything has seemed to go wrong; when your head aches, and slates are needlessly noisy; when your best boy seems to have no liking for study, and your brightest girl seems hopelessly stupid. When you go home to dinner, pin in clean collar and cuffs, and put on a fresh tie. If you have time redress your hair. You will go back to school refreshed, and the flash of your clean white linen will be a satisfaction to which no woman of refinement can be wholly insensible.

You think the children are behaving better this afternoon. Perhaps they are, but it is more likely that your own nerves are somewhat soothed; your voice is pleasanter, and the children are not often unresponsive to cheery tones. They certainly are more attentive to you, and perhaps the whisper will go around, "How pretty the teacher looks this afternoon!" though you may have the dress on you have worn for months.

And here let me suggest the wisdom of having two dresses for school-wear, instead of one, as is often the case with teachers of limited means. Despire nothing, however small, that lifts you out of the ruts of monotony. Wear your three or four ties alternately, a day or two at a time, instead of wearing them out in order. Tie them differently.

Relieve the plain blue by a simple daisy, or the white by a sweet-brier rose. Wear a bunch of daisies at your belt, and see if your worst boy will not soon bring you something else to wear. Be sure to wear his flowers though they be peonies or sunflowers.

In short, study to make yourself just as pretty as possible to the eyes of your children. This is a lesson learned from personal experience. Like many another young girl, I thought my tastes favored quiet, sober colors for myself, though I revelled in bright hues for girls who, —well who were not school teachers. One day, in what seemed a fit of barbarism, I twisted together pale blue and pink ribbons and, half-ashamed, went back to school with knots at the throat and belt.

Before the bell rang, Willie Riley, a little, lame Irish boy from a wretched home, entered the school-room; with a hasty glance at his teacher, he hobbled back to the door as fast as his poor little crutches could carry him, and without waiting to close it exclaimed, "Oh, ! teacher's got on a new bow, and she looks awful handsome!" Whereupon the teacher did a little moralizing and deduced the rule given above, which she has never yet seen reason to modify. Let the dress be simple, but bright and varied.

Many stories might be related illustrating the pleasure of the children in a teacher's brightness; as of the little boy, who said to his teacher, "Teacher, I love you dearly in the blue bow, and I love you dearly in the red bow, and I can't tell you which I love you in best!"

A town in Western Massachusetts saw one of its schools steadily retrograding, under a succession of incompetent teachers, and the bad influence of several large, unruly boys. The following conversation took place at the opening of a term between one of these boys and a resident of the town:

"Going to school this term, George?"

"Yes."

"Well, I hope you will behave yourself. You have made trouble enough."

"Wal, if the teacher fixes up, and curls her hair, I will; an' if she don't I won't"

The new teacher, a little girl of sixteen did "fix up," and she won for her school a good name. — *Ida M. Gardner, in the Central School Journal.*

Promotion Examinations.

The Editor of this department of the SCHOOL JOURNAL will be pleased to answer any questions arising out of the practical working of promotion examinations.

The good effect on the Public Schools of the regular examinations for entrance to the High Schools, led many inspectors and teachers to think a uniform system for promotion among the classes lower than the fourth, would be of much benefit in stimulating pupils, and in checking the improper influences often employed to secure transfers from one class to another. Various schemes for preparing questions, conducting the examination, reading the answer papers, and reporting the results, have been devised in many of the inspectorates. The main object in all of these is to provide such a test as will meet the approval of the average teacher. To him who neglects his school, or cares little for his profession, examinations are wholly useless; consequently, he cannot be satisfied with any method not begun and ended by himself. We are glad to know that in many counties a sound, practical system of promotion is adopted, that the teachers take a lively interest in the examination and have no desire to return to the former practice. Still there are other counties wrestling with the question. For their assistance we submit the following hints:

Bring up the subject for discussion at the Teachers' Association. If there is no one teaching in the division who understands the mode of procedure, have a teacher or inspector from some other county who can fully give the details. Objections may be raised and answered, but, after a careful investigation, it will likely be found a majority of the teachers are willing to try before they condemn. If, however, a vote cannot be carried in favor of promotion, there remains no alternative but to wait in the hope that opinion will change. Few teachers object to receiving questions for promotion, but they wish to read the answers themselves. Even this, though not enough, should be accepted, as it makes an excellent starting point, and may develop into what is not objectionable.

Assuming that the Association is in favor of a uniform method, the next step will be to make provision for preparing and mailing questions, reading answers and reporting the results. No one should be better qualified to set questions than the inspector, or some teacher thoroughly acquainted with the standing of the schools for which they are prepared. The questions should be printed and a copy sent for each candidate intending to write. Teachers can easily give notice to the proper person of the number of candidates in each class. The package of examination papers should not be opened till a few minutes before the hour for commencing to write.

To conduct the examination, which need not continue more than two days, let each teacher change schools with some other teacher named by himself, the executive committee of the Association, or the inspector. Doing this need not cause any inconvenience; in fact, it may prove an interesting relaxation from the round of every day duties. Besides, it removes the possibility of being charged with partiality, and provides a competent presiding examiner with very little trouble and expense. It would be well, when practicable, for one of the trustees to preside with the strange teacher.