

SUGGESTIONS TO STUDENTS.

BE PUNCTUAL.—A total loss of interest in school duties is often directly traceable to the tardiness of the pupil.

BE NEAT.—This applies not only to your personal appearance but the room and desk which you occupy. Use your best endeavors to keep these as free from dirt as possible.

BE ORDERLY.—Use the same care with regard to your position, in both study and recitation, that you would do in the presence of ladies and gentlemen at an evening party.

BE STUDIOUS.—No good comes from idleness.

BE PERSEVERING.—He who stops for trifles never accomplishes much.

BE ATTENTIVE.—The key to many a puzzling problem is lost through inattention.

BE COURTEOUS.—It is as easy to be gentlemanly or lady-like in your intercourse with fellow-students as to be rude and boorish. Drive out all selfishness. Let memory in after years dwell only upon pleasant tones and faces.

BE HONEST.—Show yourself to be the very soul of honor in all your school life. Let no shadow of untruth ever fall upon your conscience. Let all your reports bear the keenest scrutiny. Try and merit no reproach, but if merited do not seek to avoid it by any subterfuge.

DRAWING.

Drawing in its industrial phase is a chief agent in hand culture. Its importance will be more and more felt as manual skill becomes more imperatively the demand of the times. The time for picture-making is not in the years covered by our school-work. But the study of geometric forms, the conventionalizing of natural forms, the combination of natural forms within given limits according to the taste of the designer, the accurate construction of required figures, all have their practical bearing upon the activities of life. Observation, or the use of the senses—analysis, or the application of the reasoning faculties to the forms and proportions of things observed—manual skill in representing to the eye the outlines of things observed, are all cultivated in a remarkable manner by the study of industrial drawing. The aid which the hand can render the mind is noticeable at every step in the processes in education. It is apparent in familiarizing the little child with the forms of his letters both in reading and writing, in the diagrams which are so helpful to the teacher of arithmetic and of grammar, in the map drawing without which geography is studied but to little purpose, in the outlined forms of natural objects. Drawing is a language of universal use, and remarkably concise—a few lines rapidly sketched being of more value than paragraphs of verbal description.—J. L. Pickard.

SOME GENERAL HINTS UPON READING.

I. Not too much Fiction.—A pupil who studies faithfully may be benefited by a moderate amount of light reading, but no one should confine his selection of books to stories and fiction. One who does so wastes time, weakens the general powers of his mind, and unduly develops his imagination. Usually select such books as are instructive, and not merely entertaining.

II. No interference with School Studies.—Never let your reading of books from the library interfere with your regular school work. If you have lessons to prepare at home, prepare them before taking up any general reading.

III. Do not read too much.—Avoid excess in reading. No matter how interesting a book may be, do not sit up late to finish it, and do not stay in the house to read when you should be taking exercise. Books should not be changed every few days. A book of 200 pages cannot be profitably read in less than a week, by an ordinary pupil who attends to his school and other duties.

—A would-be teacher in Toledo recently replied to an examination question, "Do you think the world is round or flat?" by saying, "Well, some people think one way, some another; I'll teach round or flat, just as the parents wish."

TEACH CURRENT EVENTS.—In our high schools, and in the highest grades of grammar schools, some time should be devoted each day to current news. A few pupils will be found well informed; and the large majority are lamentably ignorant of current events. Some part of the blackboard surface might be set apart as a "bulletin" upon which should be transcribed, as concisely as possible, the important news of the day. Limited space would require close scrutiny. The pupils themselves might select the editors for short terms of service, the editors being excused for the time from further work in composition. A few moments given to a general study of the outline of the news, with maps opened, would prove a fine lesson in Geography. Knowledge of the past history of the peoples or places would be revived. The pupil's course of miscellaneous reading might be modified and made more productive of good by connecting it with current events. The value of such an exercise must of course depend upon the intelligence and judgment of the teacher, and no single exercise of the school-room would more surely enlarge the former or strengthen the latter.—F. L. Pickard.

—The following excellent hints were given by a practical speaker at a recent meeting of the Detroit teachers: "Have a clear, well-defined idea of the kind of school you want. Have in mind an imaginary model school, but do not be discouraged if you fail many times before you attain this; each day's determined work will bring it nearer. Teach pupils how to study. Teach them how to get from a book the thoughts which it contains. Much time is wasted in getting ready for work. Too often when you enter the room there is the appearance of getting ready for inspection. Teach pupils to attend to business, to do the work assigned them at the proper time, and to do one thing at a time. In hearing recitations be interested yourself; be enthusiastic; have a soul in the work. If you are obliged to punish, do it out of school. If anything unpleasant has occurred during the day between the teacher and any of the pupils, never allow the school to close without dropping some pleasant word which will cause all to leave the room with good feeling. Cultivate in pupils, as far as possible, self-respect and self-government. Never attempt to forget out mischief without certainty of success; better let it pass than fail in the attempt. In governing your school do not lower yourself to the level of your pupils, but always be dignified and gentlemanly in your deportment in all the little things that pertain to the government of your school, thus silently and imperceptibly lifting them up to a higher standard."

—A teacher said to us at one of the recent county institutes: "I have always been made to feel by some professional musicians that music is such a high art that no ordinary mortal should aspire to it, much less should an ordinary teacher attempt to teach it; and, consequently, I have never attempted anything with it; but, if there is no harm in having the children in our schools read vocal music, and a regular teacher, although she cannot play upon any kind of instrument, may be permitted to give instruction in the same, I am disposed to try it." This idea that one must possess wonderful qualifications before she attempts giving musical instruction in our schools has wrought much harm in the progress of musical knowledge. Breadth of knowledge and high attainments in any department of science or art are desirable and should be sought for by every one; but because one has not reached the highest pinnacle of perfection, is no reason that he or she should not do something, even though it be to teach the principles of musical notation. Probably the most successful teacher of arithmetic in one of our primary schools would not succeed as a professor of mathematics in a university; neither is it likely that one of our greatest elocutionists or far-famed orators would accomplish a great deal in teaching a little child to speak and read its native language. So it is with music; since we cannot all be Mozarts or Beethovens, that which we can do let us do with all our might, even though it be to teach a little child a song that may aid in giving more joy to its life.—W. L. SMITH, East Saginaw.

—We ought to spell the word *potato* "Ghoughphtheightean," according to the following rule: *Gh* stands for *p*, as you'll find from the last letters in *hiccough*; *ough* stands for *o* as in *dough*; *phth* stands for *t*, as in *phthisis*; *igh* stands for *a*, as in *neighbor*; and *ean* stands for *e*, as in *beau*.