

a long night's sleep. The world never looks so dreary, nor life so hard, as when tired nerves are struggling with its burdens.

When you get tired and discouraged over your school, eat a hearty supper, take a brisk walk, a warm bath, and go to bed. A nourishing meal and a good night's sleep are often the measure of the difference between hope and despair.

"But if I retire early I cannot sleep." Try it by following the plan continuously for one year. You cannot expect to overcome habits of long standing in a week. See that bed and bedding are properly aired daily. Have your beds out of doors in the sunshine frequently, and you will surprise yourself by falling asleep in good season. A large part of sleeplessness is due to improper habits in regard to the care of sleeping-rooms. The poisonous exhalations from the body, absorbed by bedding during the night, are not dissipated by an airing while the occupant of the room is at breakfast. Retained, they become an active excitant to the nerves.

If the teacher retire early, it necessarily follows that she cannot give much time to social duties, nor should she. Resign Friday evening to social enjoyment, and take comfort in throwing off all care. Spend a part of your vacations in social pleasures. And here let me suggest the wisdom of going entirely away from home and friends for a longer or shorter time, as your purse will allow.

Save your five-cent pieces during the year, and take a week at Nantucket in August; go to some seaside resort, where you will combine the salt breezes with some society. Go where there are no school-teachers, if you can, and do not speak of school while away. There is a time when teachers should meet teachers, and by the interchange of thought, gain inspiration for their work; but, to save herself from becoming stereotyped, the teacher should have contact with people of other interests.

If the trip with hard to pay is impossible, visit some friend in the country. Rake hay, weed the flower-garden, go rowing,—do anything that will keep you out of doors and develop muscle. Teachers unfortunately do not have time for sufficient muscular work, to counterbalance the demand upon brain and nerves. Twenty minutes' exercise with bean-bags in the open air, after a hearty meal will enable you to work with a clear head the rest of the evening. Be out-of-doors as much as possible. In the pleasant summer weather, take your work out-of-doors, if you must work. Let the sunshine tan your cheek and steal away the lines of care left by the winter's work. Let the wine of the October air get into your blood, and give tone and vigor to the system.

Another desirable means of rest for the teacher is to be found in fiction of the right sort. When you return from school tired out and perhaps discouraged, take up an interesting book and read until tea-time. The suspension of your anxiety for a time is rest in itself; and often the interest aroused by the story invigorates the whole action of the mind. But let the fiction be of that instructive yet entertaining character that will elevate while pleasing. Such works as Eber's "Uarda," "Egyptian Princess," "The Sisters," "Burgomaster's Wife," and "The Emperor," or George Eliot's "Romola," are worth a small library of histories from which a tired teacher turns with weariness and too often with a pang of conscience that she cannot make herself "want" to read them.

When the evening's study is over, if you cannot take a short walk to turn the current of your thoughts, take twenty minutes of self-forgetfulness in your story, and sleep will come sooner and be sweeter than if the transition from work to the pillow be made at once.

The reading of history and kindred subjects should be done earlier in the day; and a careful economy of spare minutes will give you half an hour daily for solid reading. Let this be suggested by the story you have read; then it will be full of life and interest. For

instance: read Dickens' "Tale of Two Cities," and let yourself thrill with sympathy for the poor down-trodden people of France, whose sufferings just before the breaking out of the French Revolution are therein so vividly depicted. When the emotion aroused by the story is somewhat calmed, you will desire to obtain a just view of the Revolution from the standpoint of royalty, and also from that of the educated middle-class, which was so important a factor in the Revolution. A good life of Marie Antoinette will give the one, and a life of Madame Roland the other. By the time these are read you will desire to know what force reunited the discordant elements of French society. Read Lanfrey's "Napoleon." Carlyle's "French Revolution" will then be enjoyable, and you will have gained a knowledge, not only of this great period of history but also of the way to become interested in history.

—Ida M. Gardner, in the *Primary Teacher*.

BEAUTIFUL MANUSCRIPT.

One of the things which every conscientious teacher and examiner should require of those for whose education he is responsible, is a beautiful manuscript in examination. It should show a very great amount of good taste, besides attainments in the particular branch under consideration.

Merely answers to questions arranged with no respect to order should not satisfy him who hopes for refinement in the members of his classes, and who does not want to be classed among those who teach narrowly.

But many are content with any sort of manuscript from which may be gleaned answers to make up the much desired per centage. They seem to overlook the fact that an examination in any of the usual branches is one of the very best drills in language, and that where care must be exercised by the examined it is worth many times such a lesson as mere parsing.

The teacher who aims at, and succeeds in attaining breadth of instruction, will see that the pupil's manuscript in examination shows the practice of all he has learned of those subjects which he is at that time called upon to use, to-wit: the use of capitals, spelling, penmanship, punctuation, drawing, and even "gentle manners."

The manuscript and the letter are species of composition, and the pride of every cultivated teacher should lead him to see that the very simple rules of that exercise which are employed in them, and which are certainly not above the understanding of quite young manuscript-makers, be observed.

The following are two sets of hints which my pupils are expected to observe in a written examination. The first are for such a subject as history; the second for a mathematical branch.

I.

1. Set down the numbers of the answers whether you put down the answers or not.
2. Begin each proper name and each sentence complete in itself with a capital letter.
3. Close each sentence complete in itself with a period.
4. Use black ink, and write plainly.
5. Separate the names in a group by commas.
6. Omit a line between any two answers.
7. Do not crumple your manuscript.
8. Spell correctly; if you are in doubt as to the spelling of a word go to the dictionary.
9. The answers you give must suggest what the question might be.

II.

1. Be sure you know the meaning of a problem before you proceed to the solution of it.
2. Do not use too much time on a problem that you cannot for some time solve; attend to others and afterwards return to it.