

—To PREVENT COPYING IN ARITHMETIC.—Children copy from each other because (1) the work is too difficult for them; (2) they are slower than the majority of the class, but do not like to stay behind; (3) they have not enough self-confidence; or, (4) they are too lazy to work for themselves. For the first class, either the teacher must be willing to remain after school and help them, or the class must enter a lower grade. Give the second class more time than the quicker ones, and the first chance of showing their work and in answering, allowing the quicker pupils meanwhile to work out problems placed on the board, or providing them with other suitable work; or name a certain time in which the work must be done, allowing ample time for the backward ones, then very gradually shortening the time until they no longer hinder the progress of the class as a whole. The third class need principally generous and constant encouragement, mixed with judicious praise, and such trust in the teacher's willingness to help that they would rather ask him or her than any one else. With the lazy class I have not much sympathy; I should make them work. If patience, kindness and all kindred measures did not do so, they would have to encounter the opposite in no little degree; but work they *must*, both for their own sakes, their own generation and future ones, if—and this is a very serious “if”—the case is *real* laziness and not a result of a weak constitution or passing ill-health.—*Ex.*

—A very fruitful source of disorder in some schools, and yet one easily banished, arises from the manner of dismissing pupils for recess. Instead of passing them out quietly by signals as at recitations, simply saying “recess,” followed by a whooping on the part of pupils, that would provoke a grunt of approval from the savage warrior in his war paint and hostile decorations, a scrambling over seats and desks truly appalling, chasing around the school-room and a dire confusion generally. The visiting officer finds that a school in which such disorder is allowed at recesses usually manifests a spirit of uneasiness and lack of interest, if not of positive disorder, during study hours.

—On the blackboard every morning, in a conspicuous place, visible to all the pupils, there should be a motto from some author. A line or two, or more, of poetry or prose, embodying a thought which in future years will be found in many a heart as “a we” of water springing up into everlasting life. That line laboriously written by you in your copy-book on that rough-hewn desk in the long, long ago, lives in your memory still, and shall live forever. Has not the thought in that line contributed its mite, too, in leading you upward to any good you may possess? Where to get your mottoes? On the right hand and on the left; in the Bible, an inexhaustible mine; and all literature is at your disposal. No matter if your school is nearly out; begin now. In four weeks there may silently steal into those young hearts twenty thoughts freighted with infinite possibilities.—*Western School Journal.*