

conscientiously praise them, be eloquently loyal in silence;) to the superintendent, if you are blessed with such an officer; to the principal of your school, if you are fortunate enough to have one above you to take the brunt of the battle in discipline and management; to your associate teachers; to your pupils, even the most vexatious of them; to the school regulations provided for your guidance; to the text-books selected by the authorities; to the leading teachers and educators in the county, state, and nation. Even ordinary skill in teaching is sure to succeed with a lady who has trained her methods, tongue, and thought to loyalty. Multitudes of brilliant instructors are stranded because of disloyalty in their habit of mind and speech. Let loyalty therefore, be your motto.

ARRANGEMENT OF WORK.—The importance of inculcating neatness and scrupulous care of school belongings is often emphasized in suggestions to teachers. We judge of the value of the work done in a given school by the appearance of the teacher's desk, naturally expecting that the exactness of thought and precision of method necessary to thorough systematic teaching will be accompanied by a correspondingly regard for externals. In other words, a person of careless habits will exhibit the same characteristics in conversation, daily life and moral character, consequently too much stress cannot be laid upon training in every point that pertains to the formation of methodical habits. The thorough teacher will train her pupils to care not only for personal neatness and tidy desks but also for good arrangement of work, either upon slate, blackboard or copy book. Especially in arithmetic, from the very beginning teach the child how to perform examples without scattering the work all over the slate. With every advancing step, show, by example, just how to arrange the work so that it shall be as concise and business-like as possible. Insist that in any problem the first thing to be done is to express by signs the various steps in solving it. For instance, the child is asked to find the cost of $2\frac{1}{2}$ lbs. of tea, when 3-7 of a pound cost $37\frac{1}{2}$ cts.. let him first write the statement thus: $37\frac{1}{2} - 3-7 \times 2\frac{1}{2}$: then go on and solve the work. In explaining the examples, also, have a regular form of explanation, and, if necessary, supplement it by cross-questioning after the pupil has given it. If care is given to these minor details in the beginning of written work, the child will unconsciously imbibe a spirit of care, and it will extend beyond the sphere of childhood and school life even to the domain of character.

—The "word method" is the method used even by the teacher who begins to teach his pupils by first teaching them the alphabet. The pupil is first taught "his letters" by the teacher pointing to each one and calling its name, and the pupil repeating the name after the teacher. The pupil is taught to spell, commencing with words of one syllable; the teacher pronounces the word, and he names the letters of the word. He is taught reading next. If he does not know the word at sight he is probably asked to spell it; if he cannot pronounce it after spelling it,