

any abiding influence on the mind. In infant schools this is especially the case, for there exists so much similarity between children of a tender age, that, when passing before one in numbers, it is difficult to remember that each little one has its distinctive individuality as strongly as one's own, when seen and known separately; for how common is the remark, "that the child is father to the man."

Sometimes, too, surprise is expressed that a person should turn out so differently to what he or she was as a child. Whether the remark be for evil or good, it shows how distinctive was the individuality of the child at the time. What image is there that remains more vividly impressed upon the mind, after the lapse of long, long years "than the little traits and baby peculiarities of some of Christ's lambs" taken early to their rest—safe, as we fondly hope, with Him who "suffered the little children to come unto Him" while on earth. You should be very jealous over yourselves, and watch that your perception of this individuality does not in time become blunted. Indeed, it requires a missionary spirit to carry out this great work of education—the spirit of those who give all, and go forth, setting their face as a flint against disappointment and difficulty and trouble, to do the work of Christ; and, above all, without this spirit you will not teach effectually. And while you teach your children, forget not that you yourselves will ever need to remember that you cannot do these things in your own strength.

I have now only to present these books to you, which I am sure you will all value as remembrance of this place, and of which I am sure you will always retain an affectionate remembrance."—*English Educational Record*.

## 2. SHORT RULES FOR TEACHERS OF COMMON SCHOOLS.

### OPENING AND CLOSING.

1. Be at the school room one hour before the time for opening school.
2. Permit no unnecessary noise, entering, departing, or during recess.
3. Be uniformly strict, and as uniformly kind.
4. Call up and dismiss the members of classes, one by one, and dismiss the school in the same way.
5. Walk lightly on the floor and stairways, opening and closing the doors easily, and require the same of the pupils.
6. Keep a vigilant eye upon the pupils during play-time.
7. Perform no duty hastily, and leave no duty undone.
8. Take sufficient time to have the books all put in proper places, before calling the roll, and dismiss with singing.
9. Require the school to sit perfectly still, one minute before dismissal.
10. Be the last at the school-room, and notice, before leaving, that all is right.

### SPELLING.

Require the pupils to observe the following rules:

1. To spell on the book, off the book, on the slate, and to give definitions.
2. To review all the difficult words in every lesson, before dismissing the class.
3. Review the same difficult words at the commencement of the next recitation.
4. Select all words with double consonants, and spell them separately.
5. In the same manner, select all words having silent letters, and spell them.
6. Have the list of words read without spelling.
7. If of more than one syllable, have them accented improperly and then properly.
8. Have the vowels named and the sounds given as indicated.
9. Require them to repeat all difficult sounds, until they can pronounce them correctly.
10. Have some of the words written, first with, and second without syllabication.

### READING.

Require the following rules of the pupils:

1. To read as if they were conversing.
2. To read loud enough to be heard all over the room.
3. To enunciate every word distinctly: such as *every*; not *ev'ry*.
4. To understand perfectly what they read.
5. To communicate all they know of a lesson, with readiness.
6. To regard the length of the pauses and the interrogatory sentences.
7. To give each word its proper emphasis.
8. To select lessons and books which contain the more important facts.
9. To answer *original* as well as printed questions.

10. Not to read when the mind is not prepared for entering entirely into the subject-matter.

### PENMANSHIP.

Require the pupil to observe the following rules:

1. To have in the mind a pattern for every letter and figure before making it.
2. To place the letters of every word an equal distance apart.
3. To make all long letters one length, and all short letters one length, the latter half as long as the former.
4. To incline all the letters equally and about thirty-three degrees from perpendicular.
5. Dot the *i's*, and cross the *t's*.
6. To write with nothing but good ink and good pens.
7. To prevent the oil of the hands coming in contact with the paper.
8. To keep neat and clean copy books and manuscripts.
9. To hold the pen in the proper manner, and to move it with ease.
10. Never to write in the cold morning, or soon after play.

### ARITHMETIC, ETC.

1. To recite mental arithmetic and primary geometry, without the book.
2. To analyse questions methodically, having the reasoning arranged logically.
3. To take time to the solution, and to perform it without perturbation.
4. To understand one solution well before going to another.
5. To repeat all the difficult solutions two or three different times.
6. To put all written solutions in arithmetic down in a methodical form, and, if practicable, on paper.
7. To have all the tables accurately memorized before using them.
8. To solve every sum on the slate first, and then on the board.
9. To explain fully, clearly, and logically, every solution.
10. To make every figure and every sign according to the best pattern.

### LECTURES.

Teachers should lecture occasionally on subjects like the following, viz.:

1. Object lessons, every Friday afternoon.
2. The necessity of learning obedience to law.
3. The benefits arising from early habits of system, industry, and regularity.
4. The great advantages resulting from habits of cleanliness, especially in keeping books.
5. The increasing necessity of a knowledge of the common sciences.
6. The humanizing influence of music.
7. The social benefits arising from the co-education of the sexes.
8. The good results flowing from obedience to parents and teachers.
9. The great dangers resulting from idleness and truancy.
10. The physical and moral advantages of cultivating a cheerful spirit.—S. B. McCORMICK, in *Pennsylvania School Journal*.

## 3. THE EDUCATION MOST NEEDED.

The idea too commonly prevails that a mere knowledge of books is the beginning and end of education. The sons and daughters, especially of the rich, grow up with this notion in their heads, in idleness, as it were, with little idea of the responsibilities that await them. Their nature revolts at the mention of "labor," not dreaming that their parents before them obtained the wealth they are so proud of by industry and economy. How many young men, college bred though they may be, are prepared to manage the estates which their fathers possess, and which it may have required a lifetime to acquire?

How many young women, though they have acquired all the knowledge and graces of the best schools, know how to do what their mothers have done before them, and which the daughters may be compelled to do at some period of their lives? The children of the poor have to labor or starve, and as far as that goes they are educated to be practical. The education that scoffs at labor, and encourages idleness, is the worst enemy for a girl, man, or woman. Instead of ennobling, it degrades; it opens up the road to ruin. The education which directs us to do what we are fitted to do—that respects labor—that inculcates industry, honesty, and fair dealing, and that strips us of selfishness, is the education we do need, and that which must become the prevailing system of the country before we can be a people either happy or prosperous.—*N. Y. Express*.