

pupil's slate is done, each slate should have upon it something like the following, for the preceding problem:

1. Multiply.
2. Multiply.
3. Add.
4. Subtract. (Ans. to second question.)
5. Divide. (Ans. to first question.)

Of course the order of 4 and 5 may be changed without affecting the value of the pupil's work. When it is the boy's habit to study each problem carefully for the purpose of determining what to do, there will be less reason for complaint about results. In other words, the ever-fruitful reason for failures in solving problems is found in a failure on the part of the pupils to read the problems, *i. e.*, to grasp the thought. Teach pupils to read problems and they will readily solve them, provided, of course, that they are proficient in the fundamental operations.—*"H," in Intelligence.*

Teachers' Miscellany.

THE SUPERVISOR OF DRAWING.

THE following, which we clip from *Art Education*, has so many hints that will apply equally well to any principal or teacher that we must quote it:

"Nothing you can do will so quickly destroy the confidence of both teacher and pupils as to forget. You say, 'When I come again I will tell you about that.' They remember your flip-pant promise and wait for the telling. 'Next time I come I shall ask you how many round leaves you have found.' And they work like bees and await the approval which never comes because you forget. To keep your lightest promise to children is a sacred duty. You are their only supervisor of drawing; they expect and have the right to be treated, in this respect at least, as though they were your only school."

"The ideal supervisor knows this, and, being fallible, keeps a note-book. He visits a dozen schools a day. One teacher has lost an outline, another wants the number of a reference book in the public library, another needs drawing paper. The class is to collect objects like cubes. I am to ask to see them. This class has promised to learn the memory gem I gave this morning. That one is to learn something about the pyramids, this one about Raphael. John Smith in Miss Richards' room is to be praised next time if he has clean hands. Praise Stanley Adams, but rarely; he is spoiled with praise already."

"The supervisor with such a note-book has presently a most enviable reputation. His memory is the eighth wonder of the teachers' world. He is complimented. He has done his simple duty, that is all; but in the doing he has been thrice blessed and prospered according to the sure workings of an eternal law."

HE HAS THE SPIRIT OF CHRIST.

"We read pedagogical literature, but overlook the best; we delight in model lessons, but forget those of Him who taught as one having authority; we call Him the Great Teacher, but study His methods least. This supervisor of drawing has the four reports of this supreme teacher's work and studies them. He has read there, 'Ye know that they who are recognized as rulers over the Gentiles lord it over them, and their great ones exercise authority over them. But it shall not be so among you; but whosoever will be great among you shall be your minister, and whosoever of you will be chiefest shall be servant of all.' He believes this and lives to help. His first question as he enters the schoolroom is, 'What can I do this morning to help you most?' He has no false dignity to sustain, no fame to acquire, no political game to win. He admits that he is not omniscient and grants that the regular teachers may know something and can teach him something. He does not grumble about his small salary, nor calculate when he has done his money's worth. His one ambition is to do his triumphant best every time and all the time."

"No teacher ever appeals for his help in vain. He will stay after school to explain that difficult lesson to her a third time if she is old and dull, or even come and give the lesson himself. His sympathy goes out for the discouraged, for the faithful who try and fail, for the overworked saint with seventy babies and no assistant. He puts himself in the teacher's place and is gener-

ous with a love that 'hopeth all things, endureth all things, thinketh no evil, never faileth.'

Forgetting self for others — losing his own life he presently finds it. He did not attempt to impress the teachers with his superior wisdom; now they think him the wisest of the wise. He did not try to lord it over them; now they will work till dark for him. He had no reputation to make; now his praises are sung by every teacher wherever she goes. He wonders about these things until he remembers that it says in the Third Report:

"Give and it will be given you; good measure, pressed down, SHAKEN TOGETHER, RUNNING OVER, will they give into your bosom. For with what measure ye mete, it will be measured to you again."

A spotless character, a thorough knowledge of one subject, a persistent faithfulness, a determination to help — these four are not beyond the reach of the humblest of us.

"So near is grandeur to our dust.

So near is God to man,
When Duty whispers low 'Thou must,'
The youth replies 'I can.'"

KEEPING IN.

MANY teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that it is the only way to punish the first, to get knowledge into the second, and to cause the third to be punctual. It is done conscientiously; it is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan?

To this it may be answered distinctly, no. The teacher has been there long enough, and so has the pupil. Only now and then should the teacher and pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises — this voluntary. Only in the first case is it to be involuntary.

But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable.

But the objection against "Keeping in" is that it fails in its object. When it is done as a punishment, the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use that method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.

—N. Y. School Journal.

RULES FOR THE SCHOOL ROOM.

SUPR. MOWRY, of the Salem Mass. schools, has issued cards to his teachers containing, among others, the following excellent practical suggestions on school government:

1. Prevention of the wrong doing is better than punishing the wrong done.
2. Never charge a pupil with a misdemeanor on mere suspicion; never at all unless you have positive proof, an absolute demonstration, that he is the guilty one.
3. Exercise great care in taking a stand, that you may have no occasion to retreat.
4. Fault-finding is not calculated to cure a fault.
5. Distrust in the teacher breeds deceit in the pupil. Therefore, always trust your pupils.
6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils.
7. Obedience won is far better and easier than obedience compelled.
8. A child properly employed is easily controlled.
9. A school not properly controlled is a school of little progress or profit.
10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, SARCASM.

CIRCUMLOCUTION.

I CANNOT help thinking that the prevalence of circumlocution methods in all departments of school work is in no small degree owing to the crude ideas of the weaker brethren among the evangelists of the newer education. Their fundamental maxim seems to be: *Develop strength by making things easier.* In the attempt to make things easy, mental pabulum is atomized and administered in homeopathic doses to passive minds; questions on trite or trivial matters are multiplied till the monotony-point — which is far worse than the fatigue point — is reached or passed, and the long-suffering children are all but goaded to the cry of Israel: "Our souls loatheth this manna." Witness the infinitesimal doses prescribed in model number lessons, etc. Witness the mob of questions which the young teacher is recommended to ask upon three or four lines of a common reading lesson. Witness the trivial "development" questions suggested for the evolution of ideas which are always in the child's mind — assuming that he has a mind. Witness the countless "stories" which excite fictitious interest, and "illustrations" which darken presentation: "The fish-bone sound, followed by the little lamb sound, followed by grandpa's watch sound, form the vocalized expression of the word cat!"

—J. A. McLellan in *Pub. School Journal.*

"THE AUTOCRAT."

[Oliver Wendell Holmes. Born 1809. Died Oct. 7, 1864.]

"The last leaf!" can it be true,
We have turned it and on you,
Friend of all?
That the years at last have power?
That's life's foliage and its flower
Fade and fall?

Was there one who ever took
From its shelf, by chance, a book
Penned by you,
But was fast your friend for life,
With one refuge from its strife
Safe and true?

Even gentle Elia's self
Might be proud to share that she f,
Leaf to leaf,
With a soul of kindred sort,
Who could bind strong sense and sport
In one sheaf.

From that Boston breakfast table,
Wit and wisdom, fun and fable,
Radiated
Through all English-speaking places.
When were Science and the Graces
So well mated?

Of sweet singers the most sane,
Of keen wits the most humane,
Wide, yet clear,
Like the blue, above us bent,
Giving sense and sentiment
Each its sphere.

With a manly breadth of soul,
And a fancy quaint and droll;
Ripe and mellow,
With a verile power of "hit,"
Finished scholar, poet, wit,
And good fellow!

Sturdy patriot, and yet
True world's citizen! Regret
Dims our eyes
As we turn each well-thumbed leaf;
Yet a glory 'midst our grief
Will arise.

Years your spirit could not tame,
And they will not dim your fame;
England joys
In your songs, all strength and ease.
And the "dreams" you "wrote to please
Gray-haired boys."

And of such were you not one?
Age chilled not your fire of fun.
Heart alive
Makes a boy of a gray bard,
Though his years be, "by the card,"
Eighty-five!

—London Punch.