

will fail and drop out of school with more or less aversion to study—a poor preparation for success afterwards.

2. Prepare *every lesson* thoroughly. In no other way is thoroughness possible.

3. Let your object be to master the subject rather than the text-book.

4. Beware of imagining that you can make up deficiencies “any time.” You cannot. To plan in that way is to arrange for failure. Every future time is likely to bring even more, and probably more imperative, claims on your time than the present.

5. Make your time count. Do not spend an hour, as it is very easy to do, on work that might be as well or better done in half-an-hour. Form and maintain good habits of study; the effort required will be repaid with high interest. Without energetic and self-denying effort, no one has a right to expect success. Study means work, not play.

6. Do not study without thinking. “Read not to believe and take for granted, but to weigh and consider.” “To read passively to learn is, in reality, not to learn at all.” Not

what you cram, but what you assimilate, is the measure of success.

7. Subjects in which you have most interest may properly receive more attention than others. Your success in life may depend in what you can do in those lines. But good work should be done in all.

8. Liberal and constant use should be made of all books of reference within reach. Without this, a high grade of scholarship is hardly possible. Occasional more extended reading than the reference in hand requires will also be useful.

9. Be alert to acquire general knowledge by reading, conversation, inquiry, or observation, as you have opportunity. Much of the most valuable knowledge is found outside of text-books. It is an excellent plan to have a library, however small, and one or more periodicals of your own. The supplementary knowledge thus gained will also make that acquired in your school work more practical and valuable.

10. Your motto will naturally be either “as much as possible” or “as little as possible.” Let it be the right one.—*Journal of Education.*

EDITORIAL.

TEACHERS MUST READ.

THE most accomplished teacher, as well as the freshest graduate from school or college hall, *must read*. Whatever his attainments may be, he *must read*, in order to keep “touch” with the ages past, with that in which he lives, and if at all possible, with the age near at hand, looming in upon him here and there, at odd moments of pensive musing, or earnest thought.

To keep his heart living, and his spirit filled with glowing energy, an educator *must read*. He must read books of the noblest type, composed

by holy men and women, for the enlargement and strength of the toiler. It is an absolute necessity for a teacher to acquire knowledge, to read widely, to accumulate stores of fructifying learning. What shall teachers read? Professional works of course, to these his attention has been directed, while in attendance at the Model School for professional training. But even if the teacher has attended a normal school for a session or two, and has obtained the highest grade certificate, he should unquestionably still pursue this line of study, in order to gain the most ad-