

the drainage water from the land." (Written on board.) Why does the ocean, receiving all these impurities, not become stagnant? "Because the water is always moving." What other reason is there? "The salt in the ocean preserves its purity." Of what other uses is the ocean? "Ships sail over it; it enables us to engage in commerce." Which is the cheaper, railroads or the ocean? "Ocean." Why? "Railroads must be built on purchased land; the ocean is ready and free." How many, now, think it would be difficult to get on without our vast ocean? Raise hands. (The teacher now called upon individual pupils to read the statements on the board.) What do we mean by saying "the ocean is a fountain"? "It is the source of all the water on the earth." What kind of a fountain is it? "Inexhaustible." Why? "Because it cannot be used up." What have their source in the ocean? "Clouds and rivers." In what way is the ocean a source of health? "It purifies the air and water." (Statements on board erased.) The children now told in their own language what was written on the board, and the wisdom of the proportion of land and water surface was impressed upon their minds. The teacher then read the following poem, as a fitting conclusion to the lesson:

BEAUTIFUL THINGS.

"What millions of beautiful things there
must be
In this mighty world—who could reckon
them all?

The tossing, the foaming, the wide-flowing
sea,
And thousands of rivers that into it fall.

"Oh! there are the mountains, half covered
with snow,
And tall and dark trees, like a girdle of
green,
And waters that wind in the valleys below,
Or roar in the caverns too deep to be seen.

"Vast caves in the earth, full of wonderful
things.
The bones of strange animals, jewels, and
spars;
Or, far up in Iceland, the hot boiling springs,
Like fountains of feathers, or showers of
stars.

"Oh! yes, they are glorious, behold,
And pleasant to read of, and curious to
know;
And something of God and His wisdom,
we're told,
Whatever we look at, wherever we go."

(The class was dismissed, and a general discussion took place among the students. They noted the value of oral lessons, giving the children, as they do, a fund of general information, increasing their command of language, and exercising their reasoning faculties. Attention was drawn to the duty of compelling children to give accurate and complete answers to all questions. This is a point upon which all the Training School teachers dwell, but from lack of space, we have been obliged to condense many answers. The students were advised to profit by the example of the teacher, by learning to give orders in a quiet tone of voice, as such a tone will insure prompt obedience when shouting will fail.)—*First Teaching.*

NINE RULES FOR LOSING CONTROL OF SCHOOL.

1. Neglect to furnish each pupil plenty of suitable seat-room.
2. Make commands that you do not or cannot secure the execution of.
3. Be frivolous and joke pupils to such an extent that they will be forced to "talk back." Or be so cold and formal as to repel them.
4. Allow pupils to find out that they can annoy you.
5. Promise more in your pleasant moods than you can perform, and threaten more in your "blue spell" than you intend to perform.
6. Be so variable in your moods that what was allowable yesterday is criminal to-day, or *vice versa*.
7. Be overbearing to one class of pupils, and obsequious to another class.
8. Utterly ignore the little formalities and courtesies of life in the treatment of the pupils in school and elsewhere.
9. Consider the body, mind, and soul of a child utterly unworthy of study and care —
New York School Journal.