

are bound to be repeated. If want of time be the excuse given for neglecting to examine the slates, I would say shorten the recitation or lesson and take time. The ordinary child is, unfortunately, not so constituted as to persevere in doing his best at all times when he is almost certain the work will never meet the eye of his teacher.

If some systematic plan be adopted, the work of examining and correcting slates need occupy but very little time. Frequently the slates may be examined when the children are at the board for a lesson, that is, they take their slates with them to be corrected or marked; or they may file past the teacher as she stands at a certain point in the room. Another plan requires the slates to be held in an almost vertical position, while the teacher passes from one to another and marks them. At recess and noon slates may be left on the desks, and at night they may be collected. There may be other and more thorough plans than any of these I have mentioned; I care not what the system is, so long as it is a preventive of careless habits of work. Time devoted to the formation of good habits is well spent.—
Rhoda Lee in Toronto Educational Journal.

The Value of Memory Gems.

Some memory gem should be always upon the board in every school-room. If the children cannot read it, still let it appear for the service it may do the teacher. It helps to give the thought wings and to lift the ideal out of the treadmill, which the routine of the school may so easily become. Some teachers open their school with the repetition of the memory gems which the children have learned, others close the day's work with the same exercise. "I like to begin the day well," says one; "I like to send the children home with a good thought in their minds," rejoins the other. Both are right. The writer remembers a silver-haired old man whose eyes would glow and whose face would be illumined as he repeated long extracts from Goldsmith's "Deserted Village," or from Pope's "Essay on Man," which he had committed to memory as a boy in school. Over and over again, the pictures which the poet paints so well had gladdened his thought; over and over again his mind was carried back to the happy days of childhood, when he learned his lesson. Who can tell how many times the poet's picture comforted him and inspired him? To many a life the strong words of the psalms come back in the same way, with healing and inspiration at times of deepest need, when no other help is near. These seeds have been sowed in childhood to bear fruit a hundredfold in mature life. We cannot spare these lessons from our school-room. There must be time for the story, the poem, and the memory gem.—
Exchange.

My Robin.

When I was a child, beside our door,
In a green and spreading sycamore,
There sung each morning, with note as clear
As a crystal brook, and full of cheer,
A robin.

I watched his plumage in childish glee,
And fancied he sung his song for me;
And the melody lingers in heart and brain,
Making me often a child again—
My robin.

I look for his coming in early spring,
When the crocus opens, and maples bring
Their crimson tassels to kiss the breeze,
And the sunshine dallies with new-leaved trees,—
My robin.

I hear him sing as the sun goes down,
And the stars come out o'er the silent town;
But there's never a harsh or mournful note,
That wells afresh from the warbler's throat,—
My robin.

And I learn a lesson of hope and cheer
That carries me on from year to year;
To sing in the shadow as in the sun,
Doing my part till the work is done,—
My robin.

—Sarah K. Bolton.

A Combination Exercise.

SPELLING, LANGUAGE, AND ETHICS.

Is any teacher at her wits' end to know how to combine her studies in order to get them all in?

The following plan has helped me to solve the problem, for it includes spelling, language, and ethics. Previous to dictation, I drill on the spelling of the more difficult words, sometimes allowing the most difficult of all to remain on the board, for I think it better to copy a word than spell it incorrectly. Allowing the pupils to end the stories as they please, furnishes an opportunity for originality; and morals, self-taught, are always the most effective. The exercises are short, that they may not infringe on time allotted to other studies.

DICTATION.

When Willie came to school this morning, he saw a piece of orange peel on the sidewalk. He stopped and pushed it off into the gutter.

Now you may write and tell me what you think his reason was for pushing it off.

Frank's father gave him a five-cent piece, Wednesday morning. On his way to school Frank spent a cent for candy. The lady made a mistake, and gave him back five pennies.

What do you think Frank did?

Maud was on her way to the store for her mamma.