

### You Can Own a Pine Forest.

All who have had the privilege of living among the pines or in a place easily accessible to the fragrant forests will treasure two thoughts presented by George W. Wilder in the March *Delineator*, and the thoughts doubtless will lead to action. The two thoughts are: First, Now is the time to plant pine seeds; second, Now is the time to transplant pine that nature has planted for you.

The next month or six weeks is the time during which to plant pine seeds, whether you pursue the "scientific" method or the "easy way," says Mr. Wilder. The "scientific" method, that is, planting the seeds in a prepared seed-bed, and two years from now transplanting them, is, of course, the better way, the only sure way. The "easy way," planting the seeds just where you hope ultimately to have your pine forest, is better than no way at all. Now is the time to plant, whatever way you elect.

This spring, next spring and the following spring will be occasions on which, with practically no work, the wise man whose farm nature has blessed with a planting of pine seeds can multiply what nature has done for him.

In some sections in 1907, in other sections in 1908, nature planted lavishly of pines. They have sprung, or will spring, up in spots, ten, twenty, maybe even fifty pines to a square foot, and be scattered over an acre or two acres of land. The wise man who owns such a piece of land has only to take up and transplant. If he has an acre covered with young pine anywhere from two inches to a foot tall, averaging, say, ten to a foot, he can make that good for twelve to fifteen acres of pine by resetting them during the wet spring season some five feet apart. Thus it saves nature from her own wastefulness, and with a few days' work makes this acre of pine seed, which, through its own self-destruction, would some years from now be worth only two hundred and fifty dollars, show a promise of three thousand to four thousand dollars. This really seems worth while.

This is the beautiful, blessed way  
That will make you glad at the end of the day:

"Not the things that I like to do,  
But the things that are right to do;  
Not everything that I want to do,  
But whatever I ought to do." —Selected.

### Telling Pupils their Marks.

"No, I never give back examination papers; the pupils always want to know why they are marked so and so, and it makes no end of trouble."

"What in the world are you here for?" was the question that rose to my lips when I heard this remark. As if the very purpose of a written examination was not that the pupil may find out where he is ignorant of the subject he is studying and correct his errors! Too much trouble to explain the marks! Did you do all the examining and marking simply for the sake of putting some figures down in a record book? If you did, then heaven help your pupils! You never will.

No, a mark, whether it be in letters or figures, whether it be given for oral recitation or written test, a mark that cannot be explained and justified to an ordinary intelligent and fair-minded pupil, simply should not have been given at all. Pupils have a right to know how they stand, and why they are lower than somebody else, and it is the teacher's business to see that they do know these things.—  
*The Western Teacher.*

### Teaching Made up of Little Things.

The person who teaches a good school does a great work—no one is doing a greater—yet his work is made up of little things, so little that they do not seem to be worthy of mention. This is, no doubt, the cause of many a failure. If the teacher could only realize that this little thing and that little thing were really important, they would receive their proper attention. A class in reading will serve as an illustration.

The first mistake is made when the class is called by not seeing that every other book, and paper, and pencil, and plaything is laid away, and by not waiting until every pupil has assumed a proper position and is ready to give attention. All this is small business, and some pupils at first may think "you are awfully particular about nothing," but a high degree of attention and interest in the recitation will never be secured in any other way, let the teacher work as hard as he may, and without attention and interest the recitation is dead.

The next mistake is made when the first pupil is called upon to read, by not seeing that he first takes a proper position, and this includes his feet, chest, head, arms and book. One cannot read