

be doing scarcely need any further government. Even good pupils cannot be trusted if they have nothing to do or if they are not doing what they ought to be doing. If I were asked, what is the "best method" of preventing whispering in school?—did you ever hear that question?—I should say, Give every pupil some right and useful thing to do, and then be sure that he is busy doing it. And the same thing might be said respecting those other practices which so often waste time, spoils pupils, and make the teacher's school-life a prolonged torture. Here, again, the law of habit applies with full force; he who forms the habit of keeping always busy at something which he ought to do will never have time to be busy at anything else.—*E. C. H., in School and Home Journal.*

The hardest part of the writing lesson for the teacher is her care that each child holds his pencil or pen correctly. The child must be taught to hold the pen lightly, that the fingers may be flexible, yet firm, that they may have perfect control over it. He must hold the pen between the thumb and second finger, some distance from the point. The forefinger, slightly curved, should rest upon the top of the pen. The hand should move over the paper upon the little finger, and the pen must lie in the direction of the forearm. In those rare cases, where it seems impossible for the child to remember the correct position, the teacher may resort to this very old plan—a plan as old as to be new, indeed, to young children. Cut three little notches in the pen holder where the thumb and two fingers should touch the pen. This plan has cured many children of bad habits of holding the pen.—*Popular Educator.*

The moral training of children belongs exclusively to the home. So we have often heard it said in various tones and on many keys at numerous educational meetings. But, what if the home be utterly unfit to train the child, and if the influences around him there are evil and that continually? Must the school withdraw itself into a cold intellectuality, and say indifferently and even contemptuously to each child, "See thou to that?" God forbid! Let unceasing thanks be given that in thousands of schoolrooms the phrase, *In loco parentis*, has a blessed meaning, and that many a child has found in the public school the fulness and richness of true parental love, and divine inspirations which shall continue in his heart as wells of living water forever.—*Western School Journal.*

### Glad To Be Alive.

However you feel about it then I am glad, glad beyond any words, that I have had a look at this marvellous world, that I have been able to gaze into the sky at night. What a beautiful picture that is that Wordsworth gives to us when he says—

"The moon doth with delight  
Look round her when the heavens are bare,  
Waters on a starry night are  
Beautiful and fair!"

On your knees, friends, in the presence of this wonderful world of trees and wind and cloud and sky and mountain and river and sea and all growing and beautiful things! On your knees, I say, in awe and wonder and gratitude! And never dare, after having this magnificent gift bestowed upon you, to speak slightly of these senses and this wonderful body that puts you into even passing, momentary touch with these strange, delightful things!

Not only simply to look at them. There is another thing I am glad to be alive for and that is that I can study this wonderful world, and see beneath the surface and beyond the ordinary limits of the vision.

I remember an illustration used once by one of my teachers in the divinity school, who compared the world to a house that was constructed on this marvellous plan: You enter one room and here are several doors, any one of which you can take, leading you into another room; you pass through one of these doors and are in another room, still with a good many doors leading out of it; before investigating this one you go into another, still many doors; another, still many doors; and life is not long enough to explore and discover a thousandth part of it all.—*Rev. M. J. Savage.*

Work in estimating distances, heights, etc., should not be neglected. Ask the older pupils to point out a spot twenty rods from the school house, a half-mile, a mile, etc.

How long is your schoolroom? How wide? How high? Estimate height of tree in yard. How long is your blackboard? How wide? How far above the floor is the bottom of the blackboard? How many feet are there between the top of the blackboard and the ceiling? How long is the stovepipe? How high is the wood box?

Measurements should also be made by pupils. Concrete problems can be made real only to pupils who come in contact with the affairs in life with which the problems in the arithmetic deal.—*Wisconsin Journal of Education.*