

In the morning the house is often cold, or the ink is frozen ; and in the afternoon, especially, if there is snow upon the ground, the children's hands tremble. Copies and pens should be in readiness ; and when the hour for this exercise arrives, let each scholar be ready to begin.

We can hardly appreciate the value of this art. How pleasant to be able to communicate our thoughts to absent friends ! how useful to be able to record the results of business ! how wonderful to be able to put our thoughts on paper, that they may be communicated to minds in other lands and ages ! A missionary in India, at work upon a chapel, went from home without his square. He wrote with a coal upon a chip what he wanted, and handed it to a native to carry it to his wife. "Take that," said he, "to my wife." "She will call me a fool if I carry a chip to her." Perceiving him in earnest, the man asked, "What shall I tell the woman !" "The chip will tell," said the missionary. He carried it to the house and gave it to the woman ; she looked at it, threw it away, and brought him the square. The native inquired how she knew what he wanted. "Did you not give me a chip ?" "Yes," he replied, "but I did not hear it speak." "Well," said the woman, "it made known what you wanted." The native went and picked up the chip, and ran about with it among his acquaintance, saying, "These English can make chips talk." He was so astonished that he tied a string to it and wore it about his neck for several days. Similar facts are mentioned respecting the astonishment of the natives of the Tonga and of the Sandwich Islands, when they discovered that thoughts could be put upon paper with a pen.—*The Teacher Taught.*

### BEST METHOD YET DISCOVERED OF SECURING ATTENTION.

It is to ask the question generally, without giving the slightest indication, either by look, gesture, or position, who will be called to answer ; or on what portion of the class the duty of answering will fall. This idea is very important. If the teacher, by position, gives any clue either as to the person or the neighbourhood where his question will ultimately be fastened ; or if from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plan he should practice. What we insist upon is, that, after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time.

After the question is propounded, let a sufficient time elapse, in entire silence and without motion, for each pupil in the class, or for all the pupils of ordinary intellect in the class, to prepare mentally the answer which he would give should it be his fortune to be called upon. No show of hands or other signal should be allowed, save that signal which no mortal power can suppress—the illumination of the countenance, when a new truth, like a new sun, is created in the soul. The teacher must exercise his discretion as to the proper time for waiting. He must be governed by a rule made up of two elements,—the difficulty of the question and the capacity of the class. A proper time having passed, let the hitherto unknown pupil who is to announce the answer, be now made known. If the answer should be incorrect, or if the one called upon