

trol and care of the pupils, and shall be responsible for their conduct and safety while under his charge.

- (c) That the driver shall stop at the highway entrance to each of the residences of the children, for a period not exceeding two minutes, for the purpose of taking on board the van the children belonging to such residences.
- (d) That the pupils shall be delivered at the schoolhouse not earlier than half an hour and not later than ten minutes before the regular hour for the opening of the school, and that the van or vans shall be ready at the door of the schoolhouse not later than five minutes after the regular hour of closing.

8. The trustees may, in their discretion, make special arrangements for the conveyance of children living in branch roads from their residences on such branch roads to the main road for the purpose of meeting the van or vans on their way to and from the school.

### The School Visitor.

The Hillside school had begun its fall term. There was a new teacher—a young lady with a bright face and pleasant voice.

"Now, children," said the teacher one day, "I think the school visitor may be here to-morrow or the next day." The children all promised to behave well. They did not like to hear that the visitor was coming. He was very tall, very grave, and very strict; and they were afraid of him.

The next day this tall, stern gentleman said to himself, "I will visit the Hillside school to-day."

He went to the door. The wind was sharp and chilly, so he turned back and said: "Wife, can you tell me where my overcoat is?"

"Yes, it hangs in the barn chamber. It has been there all summer," she replied.

Dr. Bray put on his coat and walked away to the schoolhouse.

The teacher placed a chair for him on the platform. Just as he had asked the first arithmetic class a puzzling question, one of the girls at the desk gave a little scream. All the others nestled and fidgeted, looking as if they would like to scream too.

The visitor turned and looked at them very sternly indeed. The teacher touched her bell and shook her head at them.

"Please, teacher," squeaked one little voice, "it was a mouse."

"I hope we may have order in the schoolroom now," said Dr. Bray in his deepest tone. And then he gave out his question once more.

Pop! another mouse! This one ran over to the boys' side, and two or three of the boys saw where it came from. They nudged each other and clapped their hands over their mouths to keep from laughing aloud.

The teacher touched her bell again and called "Silence!" She felt very much disturbed that her boys and girls should act so. But, as she glanced toward the visitor to see how he took it, she was obliged to smile herself; for a third mouse jumped out of the good man's pocket and scampered away.

The boys laughed aloud now, and the girls were all in confusion.

Dr. Bray arose from his chair, prepared to say something very severe indeed. To do this properly he put his hands in his pockets, and out jumped the last poor, frightened little mouse.

The doctor's overcoat had hung so long in the barn chamber that a mother mouse had made her snug nest in one of the pockets, and now her little ones had all come to school with the visitor.

The visitor had a broad smile on his own face now. "I really must beg your pardon," he said, "for bringing a pocketful of mice to school."

The teacher then gave a ten minutes' recess, and it was a very merry one. Then the scholars came to order and behaved very well indeed, but they did not feel half as much afraid of Dr. Bray after that visit.—*Woman's Journal*.

I have mentioned in these hints before how I have found schools in which pupils and teachers were discussing some very practical affairs of common, everyday life. In one, there was a talk of telegraphs and telephones, as to how they are constructed, how operated, their advantages, etc. In another, as to the things in our common markets that are brought in by the railroads, what they are, whence they come, etc.

Now there is plenty of such and similar topics. And, in almost every school, it would be well to have a little time set apart every day, or frequently at least, for the discussion of such topics. Pupils would thereby acquire much useful knowledge. And what is perhaps of equal importance, they would learn to connect the affairs of everyday life with the work of the schools. One of the greatest lacks in much of our school-work, is that the pupils see no relation between it and the life they live outside the schoolroom.—*School and Home Education*.

To overcome the tendency of primary pupils to value all words equally in reading, I have suggested to teachers additional attention to phrasing and developing in the minds of the pupils a quick perception of the natural grouping of words. Careful attention to this matter in such a simple and natural way as to awaken an interest in the pupils will establish the habit of unconsciously connecting related words and uttering them with reference to the ideas which they convey. I have found that the pupils respond very quickly to the suggestion to "find the words that belong together," and when they speak them with this grouping in mind, natural and effective expression can hardly fail to result.—*Selected*.