

long since we were reading an article in which the writer pled for the abolition of labor in our penitentiaries. What folly! Ask any convict what kept him from insanity; he'll tell you hard work. No calamity in prison management could compare with the doing away of the industrial feature of our reformatories. Teachers work hard, and are wont to complain about it in language more or less vigorous—and yet no class appreciate the blessings of hard work more than these same complainers.

—IN COMPOSITION WRITING.—I have found it of the greatest help to read an interesting story in the usual way on Friday afternoon, and ask the children to bring it written out on Monday morning. This weekly exercise is always corrected by myself at home. The following method I have generally found successful: The exercise should consist of (1) short essays on familiar subjects, (2) reproducing narratives and letters. To these may be added the summaries of lessons, paraphrasing of easy poetry, and synopsis of any book they may have read. Two things must be specially attended to in these exercises, namely, neatness and accuracy. A letter should occasionally be written on the black-board by the teacher as a model for the pupils, showing the form, how to begin and end it, how to write the address, etc.

—Are you ever annoyed by having your pupils come into the school late in the morning? If you are, try something like this: Clip an interesting story from a newspaper; paste it upon card-board; cut into short paragraphs; distribute among the pupils (first, number the paragraphs). This plan gives each one an exercise in reading, too. Sometimes, I give them what we call "dig" questions. We call them this because it takes so much searching to find the answers. My pupils work diligently to find the answers, and are anxious to give their answers. This exercise is the first, after the "Lord's Prayer." Sometimes we have information lessons for a change. I am not troubled with tardy pupils.

—There are always in every school bright children who finish their work before the others, and then are ripe for mischief. For this class I have been placing on the board topics from the daily news of the day. For instance, selecting some item from the newspaper embodying some interesting fact, I write this item on the board with a few suggestive questions, and as we have an excellent reference library at our command I have those who have finished their regular work look up the questions and give the result to the school in a few moments which I reserve for this purpose. I then supply in a brief talk whatever is lacking that seems to be important. I am often quite surprised at the ability shown in writing and the interest manifested by the children. It also creates an interest at home, as I find by the statement prefaced by "Papa says."

The crying need of children is for something to do. Supply this need by the right kind of work, and the children are happier and better and the cases of discipline will diminish to a wonderful degree.