

CHOICE MISCELLANY.

"A SOWER WENT FORTH TO SOW."

A sower went forth to sow,
 His eyes were wild with woe:
 He crushed the flowers beneath his feet,
 Nor felt the perfume, warm and sweet,
 That prayed for pity everywhere.
 He came to a field that was hairied
 By iron, and to heaven laid bare.
 He shook the seed that he carried
 O'er that brown and bladeless place,
 He shook it, as God shakes hail
 Over a doomed land,
 When lightnings interlace
 The sky and the earth, and his wand
 Of love is a thunder flail,
 Thus did that sower sow:
 His seed was human blood
 And tears of women and men,
 And I, who near him stood,
 Said: When the crop comes, then
 There will be sobbing and sighing,
 And souls to hell-fire flying,
 And a woe that is worse than woe.

It was an autumn day
 When next I went that way.
 And what, think you, did I see?
 What was it that I heard?
 The song of a sweet-voiced bird?
 Nay—but the song of many,
 Through-thrilled with praising prayer!
 Of all those voices not any
 Was sad of memory.
 And a sea of sunlight flowed,
 And a golden harvest glowed!
 On my face I fell down there;
 I hid my weeping eyes,
 I said: O, Lord, Thou art wise!
 And I thank Thee, again and again,
 For the sower whose name is Pain.

—*Scribner's.*

HOW TO SECURE ATTENTION.—Let it be distinctly understood that you will repeat no question unless it be a long and intricate

one, after you have asked it once clearly and distinctly. If a pupil says, "I don't know what the question is" give him a failure and pass on. Ask the question but once, even though it go around the whole class. Persevere in this, and it will teach pupils to notice carefully all the questions that are asked. Do not go through the class in regular order, but call upon pupils irregularly, skipping from one to the other, sometimes calling upon the same person two or three times before you get around the class. Let each one feel that he may be called upon at any time. This will keep them attentive. If you see a pupil whispering, or inattentive, or looking around the room, fire a question at him. Ask him if the answer just given by some one else was correct, or ask him to give it. He will avoid inattention, if he knows that it will surely bring a question to him. Ask the question before you indicate who is to answer it. This cannot always be done, but it can in most cases. If you call on a pupil first, and then ask the question, the others are at ease until that question is answered. But if you ask the question, and then wait a moment before calling on any one, each pupil will be thinking of the answer, not knowing but that he may be called on to answer it. If you pursue this course, the one called on must be expected to answer without any hesitation.—*National Teacher.*

RESPECT THE BODY.—Respect the body, dear men and women! Speak of it reverently, as it deserves. Don't take it into an unworthy place; give it sunshine, pure air and exercise. Be conscientious as to what you put down its throat. Remember what is fun to the cook and confectioner may be death to it. Give it good, wholesome food; let it be on good terms with friction and soap and water; and especially don't render it ridiculous by your way of dressing