

without the loss of much time. When the exercise is merely copying, or lists of words, a look at the slate as a whole, with here and there a commendation for neatness, or a correction of prominent mistakes, is sufficient.

We have seen two ways of doing this rapidly which have proved good. Let each child take his slate in both hands and hold it as he would his reader. The teacher can pass quickly up and down the aisles and see the work at a glance; at the same time the school presents an orderly appearance. Another way, especially adapted to primary schools, is to have the pupils of one row rise and pass down the right hand aisle to the teacher, letting her look at the work, then passing around the left-hand side to their respective places, when the next row will rise and proceed in the same way. There need be no confused group, but rather a continuous procession; it also gives the little folk a change of position and motion.—*Pop. Ed.*

The writer has seen this plan tried. A number of students in a school which shall here be nameless, were in the habit of injuring doors and furniture in their rough and tumble wrestling. All efforts to ferret out the guilty ones failed, until finally the teacher in charge announced that in the future all damages done to building or furniture in the hall where the trouble existed, and it was the main one inhabited by students, would be assessed on every member of the hall, and that only those would be excused from payment who would come to the Principal's office at a specified time and pledge their honor that they had nothing whatever to do with the mischief. From the moment that announcement was made, the vandalism stopped, and each boy instead of acting as a protector of each and all of his associates at once found that his interest lay rather in the line of detection, and when vandalism was suggested, the counter-suggestion came up that inasmuch as those who shielded the mischief-makers would have to pay equally with those who perpetrated the mischief, it would be better and more profitable for all to prevent the mischief rather than protect the mischief-maker after the damage had been done.

—Our human race is prone to grumble. Discontent with self, friends or environment, is not uncommon, while if the conditions were viewed in a right light what seems undesirable is really a blessing. At nothing do we grumble more continuously and more ferociously than at our hard work. Is not this same hard work a blessing? Is not this same hard work the very thing that makes life endurable? What would existence be without this boon? Can anyone imagine anything more dreadful than a life of idleness? The contemplation is sufficient—the reality is beyond conception. Let no one complain in earnest about hard work, just as he may. We glory in work. Our regret is that out of twenty-four hours we have only enough to busy us twenty-three hours. Not