

bath is never met with that stare of blank astonishment which often attends the demand in our own and every other European country. I know in Ireland I once asked for a bath, and they brought me a horse-bucket; and on another occasion, in France, I could get no nearer the article than a horse-trough; while in England and Germany the request has more than once led to a serious breach of the peace between myself and the landlord. In Japan, on the contrary, there would be much more surprise felt if the traveller did not ask for one. There were no preparations required, no rushing about of chambermaids, no turning on this and off that—everything was quite ready, and I was at once conducted to a huge wooden bath with a small earthen furnace let in at the foot, and a lid enclosing the whole of the top with the exception of a space just big enough for the head of the bather to emerge through. In one of these contrivances, with a small furnace burning gaily, a Japanese, after his day's work is over, will sit calmly boiling himself with the lid on, and the water bubbling about him at boiling heat. He seems, however, to like it uncommonly, to judge from the pleased expression on his face fast deepening under the process into beet-root like tints; and when he has at last had enough—about an hour of it—he takes off the lid and emerges as much like a boiled lobster as a human being can become. My bath was quite ready: the small furnace glowed with live pieces of charcoal; the water bubbled merrily, and my companion of the bath, taking off the lid, invited me to enter. Not being, however, either a Japanese, a blue lobster, or a potato, I did not see any particular object in being boiled, and so had the fuel raked out of the furnace and a few buckets of cold water added before I got in.—*Temple Bar.*

READING—One of the chief requisitions of good reading is that the reading be understood. Nearly every failure to secure this requisite may be referred to inarticulation or to improper inflection. To correct the first-named fault, the teacher should frequently require exaggeration of pronunciation. There is little danger that such exaggeration will be carried to excess—that is, that pupils will become by this means affectedly precise in pronunciation. The tendency is obviously in an opposite direc-

tion. The second fault mentioned, improper inflection, seems to some teachers an almost insurmountable barrier in the way of securing good reading. Many pupils who know how a piece ought to be read are unable to give the right inflection. How often does the teacher say, "Keep your voice up," or "Let your voice fall," and even give an appropriate example, with little or no avail? This difficulty, in most cases, may be easily overcome by the following method. The teacher, having taught his class what rising, falling, circumflex, and level inflections are, pronounces the vowels in their order, and requires his pupils to state what inflection is given to each; then the process is reversed, and the teacher calls upon the class to pronounce the vowels with the inflection which he names. The same letters are then written upon the blackboard, with marks of inflection over them, and the pupils are called upon to pronounce, giving each vowel the inflection indicated. Again, sentences are written upon the board with an appropriate mark of inflection over each word, and the pupils read separately or in concert. It is a good plan occasionally to have the words of an entire selection in the Reader marked with reference to inflection. The next step in teaching reading, if it has not already been taken, should be to teach the meaning of the selection; and no branch of study in our schools affords a better means of mental discipline than this, and when properly conducted, few exercises are more interesting:

#### TEACHING WHAT WE MAKE IT.

Teaching is pleasant, or teaching is irksome,

Just as we chance to take it;

Teaching is pleasing, or teaching is tiresome,

Just as we choose to make it;

And teachers who grumble, and teachers who scold

At pupils and their daily recital,  
Would grumble and scold if the wisdom  
untold

Of a Solon was at their disposal.

It is all very well to have talent and lore,  
But if these we have not we must bear it;  
It is all very well to have muscle and store,  
Though we find if we must, we can spare  
it;