

and made a part of the real furniture of the boy's mind ; and it is reproduced with vigour and originality. It is very different from a mere committing to memory of hard names, which might have been the effect ; but it has still important warnings to convey.

The wise teacher will always take the examination papers of her brighter pupils as a sure and searching test of the value of the instruction which she has endeavoured to give. There are three plain and easy lessons which she will derive from the one before us. She will shut her eyes to the unchild-like and uncanny air of "smartness,"—the *gamin*-like quality which is attractive in a French novel, but nauseating in real life in America ; and she will attend only to the scientific ideas expressed. She will draw two morals for her next lesson on bones, and one for her scientific teaching in general. She will see that the connection between bones and the general idea of motion is far too difficult to be given to a young child. Hereafter she will tie strings or elastic bands to sticks, perhaps, and show how particular movements may be affected ; but she will omit to give principles in regard to the production of motion in

general. She will also refrain from calling the bony outside of certain animals a skeleton. Such fanciful extensions of the meaning of popular names will do for older children ; but older children can also learn to say "exoskeleton" and "endoskeleton," and the content of a name in a child's mind is a matter which is no more to be trifled with than the logical sequence of ideas. In the third place, the teacher will notice—what she has often noticed before—that it is a hazardous thing to supply a young child with reasons. Facts may be safely given in any amount, so long as they are simple, and such as he could find out for himself if put in the proper circumstances ; but reasons should be given as sparingly as possible. He has not yet any means of knowing what kind of a thing a reason is ; and it is of the utmost consequence that he should not be hopelessly set adrift on this subject. Probably the most characteristic of all the qualities of the untrained mind is the facility with which it is able to give a reason for every thing that happens.—*Christine Ladd Franklin in Science*. [The above is intended for the science this month. —EDITOR SCIENCE DEPARTMENT.]

NOTES FOR TEACHERS.

PROF. HUXLEY said in a recent lecture :—"I have said before, and I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer, and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers, I say, if he cannot get it out of those writers, he cannot get it out of anything ; and I would assuredly devote a very large portion of the time of every English child to the careful study of the

models of English writing of such varied and wonderful kind as we possess ; and, what is still more important and still more neglected, the habit of using that language with precision, and with force, and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language ; the Germans study theirs ; but Englishmen do not seem to think it worth their while."