

### A Hard Task Achieved.

One day the master gave out the lesson in algebraic geometry, and said only in reference to one problem, "I doubt whether anyone succeeds in working that out; it is difficult, and I never knew a class to do it unaided."

This whetted the edge of ambition in courageous souls, and one girl made up her mind to get it out before the next day, cost what it would. She went up to her room with book and slate early in the afternoon and gave herself resolutely to the task; she thought and experimented patiently until tea time, but to no avail. I do not think she once wavered in her determination to work out the problem, but she said to herself, "I will forget it for awhile and then perhaps I shall be better able to attack it." At nine in the evening she went at it with new vigor, and worked away resting at intervals without a ray of light as to its solutions. Her eyes were wide open, and occasional glimpses seemed to come to her with various efforts, but she found the night watches speeding by without attaining her end, yet she only grew more resolute and alert, and suddenly at three o'clock in the morning, a short and simple solution flashed into her mind which when put upon paper appeared to her infallible. She slept happily and hailed the day with the joy of a conqueror.

On reaching school she found all the classes in despair over it except such as had not attempted it. One of the teachers asked to see her work, and on looking at it said, "Oh, no, that is not right." "I am sure it is right," she said, and when the class was called and her work was put upon the board the master looked at it with surprise but said, "Your solution is not the one given; it is quite original, but it is correct, and a better and shorter one than I have here."

The memory of that determined effort, that courage of attack, and the successful achievement has been among the chief inspirations of the study and work of a lifetime, and has led to many a victory since.

Give your pupils sometimes what is hard to do and let them fight it out alone, for courage and assurance are great levers in education and are born of ambitious struggle. Do not be afraid of appealing to the desire to excel; emulation without malice is a natural and right impulse and should be encouraged; it is one of the strongest motives to action and a legitimate means of education.—*Louise Parsons Hopkins, in N. Y. School Journal.*

"I HAVE been a subscriber for the REVIEW for four years, and am well pleased with it. E. W.

Albert Co., N. B.

### How to get Expression.

"How shall I get expression in reading?" is a question often asked. The means attempted are many. "Read as you would talk," the teacher says, forgetting that the child talks ordinarily with teeth close together, and no visible opening between the lips. "Let your voice fall at a period," commands another, and straightway the lesson becomes to the child a search for periods and an effort to remember the rule. The solution of the problem will never be reached in these ways.

What do you desire? Expression — expression of thought. The child is to give you the thought which he finds hidden in the sentence. What first? He must get it. What next? He must desire to give it, and realize that he is giving it. He should do this as naturally as he would toss a ball to you. You must question as naturally as if asking him to toss the ball. But keep your mind and his on the ball, the thought. Avoid doing anything to direct the attention of the child away from the thought, to his inflection, his pronunciation, his attitude, his manner. Hold to the thought now and take another time for these items, when they can be first. It matters little whether the lesson is in first grade or eighth, the fashion of it is the same. Little Kate reads word by word the sentence, "Mary wore her new brown dress to school yesterday." Her voice is low and timid because she is not sure of her power. "Read again, Kate; tell me what Mary wore to school yesterday." "Yes, and now tell me where she wore her new dress. And now tell when she wore it. Perhaps Mary has two new dresses. Tell me which one she wore to school." By this time Kate has forgotten to be shy, and she has a message to deliver in answer to your questions. "Now tell Jennie what Mary wore yesterday. Tell Paul. Tell me again." If instead, the teacher should say, "Emphasize brown, or yesterday, or new," or "Make these words strong," the child thinks of the words and emphasis, not the thought. And she does less thinking, by far, than questioned as above. The more she thinks, the better her *expression* will be, because she has more thought to express. The words now represent ideas to her.—*Public School Journal.*

"The day will come when the great majority of tax-payers will pass by cheap teachers as the intelligent farmer now passes by inferior stock and seed; as he would pass by a thousand jolt wagons or stage coaches to take the passenger train. In the meantime, it is the duty of educators of clear insight and devotion to courageously insist upon a higher standard—to do what they can to place the licensing of teachers in the most competent hands."—*American School and College Journal.*