

Questioned no More.

Take a child for a cute answer. Wednesday three teachers from Morgan Park visited our schools for the purpose of looking into Prof. Hall's method of teaching arithmetic. The professor took them into the fourth grade room to witness a recitation. The questions were answered so readily that one of the teachers expressed her doubts, intimating the children had been crammed beforehand.

"Ask some questions yourself," said the professor.

This question was propounded to little Leslie George by one of the Chicago teachers:

Divide seven by two-thirds.

Leslie readily solved the problem and then, as is customary, applied the example to some practical question. Said Leslie: "I had seven pies which I divided among some children, giving two-thirds of a pie to each child. How many children were there?"

Leslie began: "Reducing the seven pies to thirds gives twenty-one thirds. Each child received two-thirds of a pie, so there would be as many children as two is contained in twenty-one, which is—"

Leslie stopped, knit his brows, looked perplexed, thought deeply for a moment, then a light came over his face, and, looking up, he shouted: "Ten children *and a baby!*"

"How much pie would that give the baby?" asked Prof. Hall.

"One-third," promptly answered Leslie.

The hand of a little girl went up.

"What is it?" asked the professor, turning to Rev. Greene's little girl.

"Please, sir, that is too much pie for the baby."

The Chicago teachers asked no more questions. They were fully satisfied.—*Waukegan Daily Register.*

A little maid with a social nature was anxious to come into the parlor when her mother's friends arrived. Finally, mamma said, "You may come in when the ladies are here if you can be quiet, and remember that little girls should be seen, not heard." The little one pondered for a moment, and then asked, "But, mamma, what shall I do with the mouthful of words I've got?"

Too Many Distractions.

I cannot help thinking that too many distracting matters are allowed to find a place in connection with our public schools at the present day. Many things that are well enough in moderation, yea, thoroughly commendable, become mischievous distractions through excess. Among these I would name athletics, class and school "contests," dancing and other social amusements now becoming so common in connection with school and class "functions." To me, it is very clear that pupils' minds must be drawn away from their legitimate school-work by these things, in a great many cases. By this means, the pupils are robbed of the benefits the schools should confer upon them, and the money of the taxpayers, who support our schools, is wasted to a great extent. The evil is growing rapidly, as it seems to me; and, if it is not checked by the action of the pupils, teachers and school authorities, there will be a justifiable explosion, by and by, when the people come to have a "realizing sense" of the evil.—*School and Home Education.*

"My school," said a teacher, "is the world in miniature. If I can teach these boys to study and play together, freely and with fairness to one another, I shall make men fit to live and work together in society. What they learn matters less than how they learn it. The great thing is the bringing out of individual character so that it will find its place in social harmony."

A writer tells how a little child once preached a sermon to him.

"Is your father at home?" I asked a small child at our village doctor's door-step.

"No," she said, "he's away."

"Where do you think I could find him?"

"Well," she said, with a considering air, "you've got to look for some place where people are sick or hurt, or something like that. I don't know where he is, but he's helping somewhere."

Let the class choose sides as for an old-fashioned spelling match. The teacher may then write upon the board various numbers, the more difficult to read the better. Then proceed as in a spelling match, each side reading in turn, and see who will "stand up the longest."