

through. I noted that he felt like one who had run a race.

The recitation time is almost holy time; then the pupil and teacher are face to face; then is the time he can do his pupils good if he is going to do it at all. The pupil should feel there is to be an encounter of wits; he should (in a right sense) dread what is coming—dread it as the boy with the bat dreads the coming of the swift base-ball, but determines to summon up his energies and meet it. He should feel there is to be something to be said and done of a worthy character, of a stimulating character, of an exhilarating character.

In one school there was a Scotch teacher, who had nearly fifty pupils; this man was not a model teacher, but he might have been if he had left off his everlasting smoking and some other things. As a questioner, as one who could pry into the pupil's possessions, who could discover weak points, who could uncover irrational conclusions, he had no superior—his recitation period used to resemble the hunting of a rat that had escaped. Teacher and class would start after some truth (generally the grand scrimmage would occur in grammar) and soon they would all be on the run. "Its an adverb, you say; will you stick to that now? What is an adverb? And how many classes? And which do you make this? Time, eh? Oh, boys, he says this is a time adverb. You won't give up on that? What would you say if Jenny should tell you it was an adjective?" All this in an excited way that wrought the class up to the highest pitch. And when the fight was over and some pupil would say, "Mr. Mc—, which is it, an adverb or an adjective?" he would reply, "I must be a poor teacher if my pupils cannot tell turnips from pumpkins," and this was all the answer they would get.

How can one become a good questioner? for a good questioner and a good teacher are almost synonymous. It is not accomplished by waiting until the class comes before the teacher. Does any one suppose a good lawyer, waits until the case is called to put his questions? He has formed them all in his mind, or the important ones, before the trial. So it must be with the teacher. Joseph Payne used to say before the College of Preceptors, (London) "Write out the questions you will ask your pupils and look at them." It is the true prescription.

The teacher will find, if he watches himself, that he is at this time probably in a rut; his pupils know just what questions he will ask them; they have discerned and read him. Let him determine to surprise them. — *Ex-Superintendent, in the N. Y. School Journal.*

Concerning Discipline.

Prevention of the wrong-doing is better than punishing the wrong done.

Exercise great care in taking a stand that you may have no occasion to retreat.

Fault finding is not calculated to cure a fault.

Distrust in the teacher breeds deceit in the pupil.

A child properly employed is easily controlled.

Obedience won is far better than obedience compelled.

Absolute self-control on the part of the teacher is a necessary pre-requisite to proper control of the pupils.

A class that will work well by itself is well managed.

An orderly changing of places between lessons signifies much regarding a teacher's control of the class.

If children push or crowd in the file there is weakness somewhere.

If the teacher has to talk much about order, there can be no good order.

Public sentiment in school can alone secure perfect discipline, and it requires a great teacher to discipline through public sentiment.

Make no threats.

Be firm.

Be kind.

Be patient.

Be pleasant.

Be self-contained.

Be as perfect as you ask your pupils to be. — *Exchange.*

WE do not know to what extent the practice of making annual appointments, or in other words, "hiring" teachers by the term, or the year, prevails in Canadian public schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public schoolmaster's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned. A prominent American educator has said: "Permanent tenure in Germany has made teaching a profession, with us it is a trade." — *Toronto Educational Journal.*

GOLDEN-ROD.

Like miser's gold when death draws on apace,
Like lover's kiss when parting is at hand,
Like yearning looks that seek a loved one's face,
As ebbs the last of life's retreating sand—
So is the golden-rod; the summer wanes
We think not of the roses of the past,
But love this flower, less fair than they, because
We cannot keep it, and it is the last.

—*Detroit Free Press.*