

lecturer and experimenter competent authorities who have sat at the feet of Huxley and Tyndall put him on the same level with those magnates. On this subject his conclusions are the same as those which the Philosophical Faculty of Berlin came to after a careful and extensive induction of instances. He believes that the time given to the teaching of Science in High Schools is almost wasted, at any rate "that the ultimate benefit to the country of the school which gives much of its time to Science will be less than that of the school which confines itself mainly to Classics, Mathematics and English." He gives reasons, that will appear to most minds conclusive, for believing that the old disciplines are the best for

mental training, and that the student who lays a broad foundation of Literature and Mathematics will be able to build thereupon the best Science superstructure. With regard to the candidates who presented themselves for Matriculation last June, his testimony is that their knowledge of Science was "mostly of the parrot kind. Where the question could be answered by the statement of a fact, the answer was generally forthcoming. But where the question required a deeper insight into underlying principles, the answers were given in a very uncertain voice, and were generally nonsensical or astray." — What do "the practical men" say to all this heresy?—*Queen's College Journal*.

THE GOOD QUESTIONER.

1. HE is a teacher, not a mere examiner. He questions for the purpose of imparting knowledge, not merely for finding out what the pupil knows.

2. He asks his questions in the order in which a subject should be investigated, making his pupils for the time searchers after truth, and himself their leader and guide.

3. He knows the mind, the order of its growth and the method of its thought, and he adapts his work to it.

4. He exercises all the faculties of the mind, and asks the very questions necessary to develop and strengthen them.

5. He asks few questions. He chooses carefully his words. Every sentence means something, and every word is the right one.

6. He wastes no time in delays, but pushes his inquiries with a good degree of rapidity, and keeps up the heat of intellectual life by rapid and sharp blows.

7. He knows what he wants, and drives straight for it. He allows no side issues or irrelevant questions to throw him off his track.

8. He leads his pupils to the mountains of knowledge, where they can see truths they never saw before. He shows them new views of subjects, so that they are often astonished and delighted.

9. He never questions for the purpose of displaying his own knowledge, but keeps himself in the background, and the truth in the forefront. When he is through, his pupils think of what they have been taught, and not of the teacher.

10. He is an enthusiast. He believes in himself enough to give him the confidence necessary to secure his success.

11. He never leaves his subject until a definite, clear, concise and conclusive result is reached. This is kept as a valuable addition to knowledge. He leaves nothing at loose ends.—*Pa. School Journal*.