

aged poet himself. Perhaps this notion was partly correct, but only partly so. It was rather the view of one who had outlived the dreams of early days, and records his reflections in the past and the present. The other poem, as we have said, "Crossing the Bar," is of surpassing beauty.

We have left ourselves no space at present even to refer to the dramas. The place of Tennyson is among the loftiest. If we give Shakespeare the first place and Milton the second, who is there that will contest the place with Tennyson? Coleridge might have done so, if he had only been

able to give free scope to his glorious genius. Keats might have done so, if he had lived and his later work had shown as steady a progress as that of Tennyson has done. Wordsworth would have done so, if his average work had been anything like as good as his best. But what poet is there at once so profound, so imaginative, so melodious, so strong, so sweet, so perfect in matter and in form as our great Laureate?

May these imperfect lines, written in great haste, be forgiven for the sake of the reverence and admiration which they feebly convey.—*Professor William Clark, in the Week.*

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## TEACHING ELEMENTARY PHYSICS.

BY EDWIN H. HALL.

IN what I shall say concerning the teaching of physics, I shall draw very largely from my own experience. I shall recommend certain practices because I have tried them and found them good. I shall recommend others, perhaps more numerous, because I have tried the opposite and found them bad.

It is not necessary that the teacher of elementary physics shall have read all the books that are written upon physics. It is not necessary that he shall have pursued his studies very far beyond the scope of his teaching. The essential thing is that he shall have mastered the elementary principles. A student may read many books and take many courses and have a reputation for much learning, and yet be and remain an unsafe and incompetent teacher for young pupils by reason of having an insecure grasp upon such facts and principles as are set forth in any good general treatise upon physics. The teacher who, in

this condition, undertakes to conduct a class, is pretty sure to have an unpleasant experience for his first year or two. Time which should be spent in recreation, in sleep, or in meditating upon the best method of presenting matter to his pupils, is spent in accumulating material, and the teacher comes before his class full of newly acquired facts, but dull, heavy and ineffective, a gun loaded to the muzzle with shot but without sufficient powder to clear the barrel.

When I began my work as a teacher of physics, I was inclined to the opinion that any part of my subject, save possibly the descriptions of apparatus as given in text-books, would, if clearly and forcibly taught, command the respect and even the interest of the ordinary student. This opinion was natural to one who, like myself, had passed through the fixed curriculum of a small college without finding anything absolutely distasteful, that had been presented with