

with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way of getting rid of it. Both these courses are generally wrong. The inquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self-reliance without enlightening him, for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten.

The true way is, neither discourage inquiry nor answer the question. Converse with the scholar a little as to the principles involved in the question: refer him to principles which he has before learned and now lost sight of; perhaps call his attention to some rule or explanation before given to the class; go just so far as to enlighten him a little, and *put him on the scent*, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self, and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of a victory from the scholar by doing his work for him, at least not until he has given it a thorough trial himself.—*The Teacher*.

HOW WILL THEY DEVELOP?

Many a teacher has stood before his school and felt a sadness steal over him that he could in no way resist. There are great powers and capacities existing in yonder boy, there are wonderful possibilities in yonder child. Those two who sit side by side; what will be their future?

Look back ten years, teacher, and do you not feel sore at heart? You did your best, God knows, but why did James —, a very pleasing, interesting boy, take first to tobacco, then to beer, then to whisky, so that now when you meet him he wears the look of a hardened criminal? You cannot answer; you wish he was once more in the pleasant state he then was. You would like to try your power again.

The truth may be stated as follows: every individual at some time stands where two ways diverge—one is the right and the other is the wrong way. To cause to choose the right path should be the effort of the teacher. Deep impressions cause this choice to become a habit. Hence the effort to fix deep impressions in the heart. Fix earnestness as a trait of the character. They will develop; if they develop with earnest purposes, then you need not fear.—*N. Y. School Journal*.

HYGIENE.

I.

1. Hygiene for the teacher :
 - a. The teacher's liabilities to ill-health.
 - b. Overwork.
 - c. Anxiety.
 - d. Care of his diet, rest, sleep.
2. Hygienic observations concerning the school-house and grounds.
 - a. The teacher should visit the house before commencing school.
 - b. He should notice drainage, decaying matter, the out-buildings, the well, etc.
 - c. The lighting of the school-room.
 - d. The heating of the school-room.
 - e. The ventilation of the school-room.
 - f. The arrangement and condition of the seats and desks.

II.

1. Hygienic law applied to the pupil :
 - a. Position of pupils in seats; in school-room.
 - b. Variety required.
 - c. Recesses.
 - d. Use of eyes.
 - e. Sitting in drafts; by hot stoves.
 - f. Care of clothing.
 - g. Care of person.
 - h. Contagious diseases; rules to be observed.
 - i. Amount of work to be required of pupils.
 - j. Temperance; (1) moderation in right things, (2) abstinence from harmful things.
 - k. Athletic sports.
 - l. The will to be trained to obey hygienic law.

—From Outline of Institute Work (Incl.)

PRACTICAL TEACHING.

I fear we are not practical enough. We lay too much stress on grammar, arithmetic and geography as we find them in our text books, and spend too little time on general knowledge; less text book work in that line, and more that shall tend to symmetrical development of the heart, the head and the hand would give more useful men and women. It would be much more advantageous to a boy or girl to understand the principles of the telegraph, steam engine, telephone and the like, than to know how to solve intricate problems in arithmetic or algebra. Better for them to know how to correct language incorrectly used, and express themselves with elegance and ease than be versed in difficult analysis and parsing. Better for them to understand reasons for the different states of our atmosphere, causes for changes in climate, the relation of countries and governments to one another, than to be studying the almost unending local geography in its minutiae as given in our books. Better for them to know about the government of their own town, county, and country, than to learn the hundreds of small bays, rivers and places that they are required to learn. Better for them to know something about the law of animal and vegetable life, and especially their own bodies, than the careless repetition of rules and definitions, that will never enter into practical life.—*The Moderator*.

UNQUALIFIED TEACHERS.

It would astonish you to know how many teachers there are in this State (Tenn.) who are without an educational journal or book, or who have never attended a normal school or teachers' institute, or had any preparation whatever.

The above was addressed to an editor of a school journal. The writer did not see from the standpoint of a publisher of a school paper. Tennessee is not so much behind. Our experience for the past three years has been a continual surprise to us. If you wish to find a verification of the above, work a while among the teachers of any State. An intelligent man was in our office a few days since and said "If I should divulge to the public all I know with regard to the real lack of preparation of teachers to keep abreast of the times, I would be driven from the city. This may be an extreme view, but you doubting ones, take one hundred papers of the average examination, in any county in the State, and if you are not satisfied you are past conversion and "will be given over to hardness of heart that you may believe a lie."

A member of an examining board said to us only a few days ago, that there was not a minister in the State that possessed grace enough to patiently examine one hundred papers of so many candi-