well, or will not, who assumes a careless or indifferent attitude. The intimate relation between the mental and physical is nowhere more evident than in a reading recitation.

The third mistake is made by allowing the pupil to read so low that he cannot be distinctly heard in any part of the room, and this is a subterfuge to which poor readers almost invariably resort. By reading low they feel that their mistakes will not be so great, so marked, and thus pass unnoticed. It is also impossible to hold the attention of a class to reading which they cannot hear. It would be hard to think of a greater mistake a teacher could make than to let a pupil read in a tone that cannot be heard by all the members of the class, because it is certain death to all attention and interest in the recitation.

These three examples illustrate how a teacher's work is made up of little things. It would be difficult to name three smaller things, and yet any one of them is sufficient to ruin a recitation in reading which should be the high-water mark in a school.

While these things are little, and it is impossible for the teacher to make himself appear little in the eyes of his pupils and their parents in trying to get them, the strong teacher secures them without apparently any effort, and has the unbounded admiration of his pupils and their parents—and the strong teacher is generally the one who has sufficiently prepared himself and works at his job.—*The School News.*

The Two Kinds of Sport.

"'Tis a beautiful morning," a sportsman said;
"The world looks so happy, let's each take a gun,
Go out and kill something for pastime and fun,
And proudest be he who counts the most dead."

They blotted out lives that were happy and good;
,Blinded eyes, and broke wings that delighted to soar,
They killed for mere pleasure, and crippled and tore,
Regardless of aught but the hunger for blood.

"'Tis a beautiful morning," a sportsman cried,
Who carried a kodak instead of a gun;
"The world looks so happy, so golden the sun,
I'll slip to the woods where the wild things hide."

The deer that he "shot" never dreamed of his aim,
Yet the bird that he caught went on with her song;
Peace followed his footsteps, not slaughter and wrong,
Yet rich were his "trophies" and varied his "game."

—*Our Dumb Animals.*

The Nebular and Planetesimal Theories.

The planetesimal hypothesis of Professor T. C. Chamberlain and others assumes an origin of the earth directly opposite to that accorded to the nebular hypothesis propounded by Kant and Laplace. The latter hypothesis holds the existence of a mass of incandescent vapor which by condensation and rotation was differentiated into successive rings; the latter being gathered up into planets while still retaining intense heat. The new hypothesis assumes that the disseminated planet-forming matter had lost its heat while yet existing in the loose form, as rings or zones of the parent nebula, and that the globular planets were formed by the slow accretion or infalling of cold, discrete bodies or particles (planetesimals). The old hypothesis assumes an original hot globe, with shrinking on account of cooling; the new regards the globe as originally and always cold at the surface, and the interior heat as the product of condensation through gravity. While the old hypothesis involves the existence of a primal heated atmosphere and ocean consisting of the more volatile substances of the earth's mass, the new derives the atmosphere and ocean from the earth's interior by a slow process of expulsion due to pressure and heat.—*The Journal of Geography.*

Germination Any time of the Year.

Lessons in germination of seeds like peas, beans, corn, squash and the like may go on at any time of the school year. Sowing of seeds in the schoolroom for serious growth should be undertaken in March or early April. Avoid the months of December, January, and early February. The reasons for this are two: First, too little sunshine, and second, too much baked air in the schoolroom. During the months mentioned the number of hours of actual sunshine are surprisingly small. The days are short, and from the point of view of the plant what light we get is of a weak, inefficient character. These months are also the coldest months, and to keep a comfortable temperature in the schoolroom a greater amount of fuel is burned. This heat is made available by first baking air and then pushing it into the schoolroom. Baked air gives plants a most uncomfortable feeling. The combination of puny light and high temperature is not good. Plants that are thrifty at a summer temperature of 75 degrees to 90 degrees under the