

can soon break himself of this time-wasting habit by always calling on a pupil to say what he intends to say himself. If the pupils cannot say it, then they are not sufficiently prepared, and it should go over as a part of the next lesson. The pupils are there to recite, not to hear their teacher recite. The talking teacher can never know the condition of his class. By holding his tongue between his teeth, if necessary, and permitting his pupils to recite, he will not only discover how little his pupils know, but that many of his class can recite their lessons much better than he can, if he will give them a chance.

4. In pretending to hear a lesson that has not been sufficiently prepared. I say pretend, because it cannot be recited by the pupils if they have not studied it. It may be recited by the teacher, but that is sham and wasteful, and the pupils know it. My usual practice is, if about five average pupils fail to respond to any point in the lesson to say: "Take it again, you are not ready to recite!" Sometimes the whole lesson goes over under such circumstances, and I use the time in reviewing or in giving a preliminary drill on the ill-prepared lesson.

6. In calling on some pupils too frequently. This wastes the time of the many, who are thus neglected in giving activity to those who need it least, and denying it to those who need it most. The teacher must resist the tendency to be overpowered by the three or four active members of the class. Better habitually not

call on the leaders. Reserve them for the rarely hard places, work in the others on the easiest points.

7. In repeating questions to pupils. This is a bad habit, and can be overcome. Pupils enjoy being held closely to the rule, that questions shall not be repeated. The habit trains pupils to inattention, its correction awakens a spirit of attention and mental vigour in the class. Repeating questions is weakening and wasteful.

8. In permitting pupils to repeat questions. This is unnecessary, is weakening, and therefore a waste of time.

10. In permitting pupils to recite when they are not making a point. When a pupil is reciting thus, stop him, ask another pupil, if he is saying anything. If he, the second pupil, thinks he is, request him, the second pupil, to state the point made by the first. Energy of expression, clearness of ideas, thoroughness of mastery are encouraged, and time saved by not permitting this bad practice. Pupils will not be offended by close ruling, if it is done kindly. They like it.

11. In repeating answers to pupils. A teacher can have no idea how much time he wastes in this way till he watches himself closely. The repetition is, of course, usually to have a faint of answer heard by all, or to emphasize it. The same result will be better accomplished by calling on another pupil to repeat it, and so by correcting the habit, give the pupils greater activity.—*Ex.*

THE library at Chatsworth is being rearranged, and the Duke of Devonshire has promised that any surplus or duplicate works shall be sent to the new library of Toronto University, to replace those destroyed by fire.

GREAT men are the fire-pillars in this dark pilgrimage of mankind; they stand as heavenly signs, everlasting witnesses of what has been, prophetic tokens of what may still be, the revealed, embodied possibilities of human nature.—THOMAS CARLYLE.