

ber thought teachers dressed too well—they ought to wear cheaper gowns. Another said they saved their money and spent it on railroads during the summer.

These and a good many other matters are not the business for which they were elected. They are to secure good teachers, no matter where they come from, and pay them proper salaries. If these teachers choose to spend some of it on clothes, some in travel, it is a matter wholly for them to consider.

The school has heretofore been the target; that has been put on a better basis. Now let the school board look out for hot shot.

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EDUCATION AND CRIME.—Since 1870 the number of children in English schools has increased from 1,500,000 to 5,000,000, and the number of persons in English prisons has fallen from 12,000 to 5,000. The yearly average of persons sentenced to penal servitude for aggravated crimes has decreased from 3,000 to 800, while juvenile offenders have fallen from 14,000 to 5,000.

In France the criminal statistics and the statements of the magistrates show that as schools have been opened prisons have been filled, and that the diffusion of education has been accompanied apparently with an increase of crime, especially juvenile crime. Keeping children in school ought, apparently, to some extent keep them from the commission of petty offenses by lessening opportunity; but if this be the case, the same effect should be produced in France as in England. A French journal offers the explanation that in France, as under the republic, education is simply intellectual instruction, while in England there is not only instruction but training; moral and religious

influences are brought to bear upon the minds of the young.

There is not much soundness in Victor Hugo's contention that when you build a school-house you close the door of a jail. The people of no other country spend more money for education than the people of the United States; but crime has more than kept pace with instruction, and it is worth our while to consider whether this result may not be in some measure due to the quality of the teacher.—*The Minneapolis Times*.

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It is not probable that among the questions asked by the license-giving authority this will occur: *Do you know how to question?* or *Have you studied the art of questioning?* It is a subject as difficult as arithmetic; it is more important than arithmetic. (1) The questions should be logical, beginning with something the pupils already know; the next based on the answer given and so on. (2) Use questions that require thought. (3) Do not use indefinite questions, or general questions—these latter may be used in reviews. (4) Avoid a set form of questions; do not let the pupils know what will be asked next. (5) Question rapidly, for children's minds work fast and they lose interest when they see the teacher behind instead of ahead of them, as he ought to be. (6) Remember that things come to the pupils in wholes and that questions are used to take these to pieces.—*The School Journal*.

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“Furthermore, as we all know, the teacher's personal appearance has a great deal to do with inspiring the confidence of pupils. A tasty, neat-fitting dress is a more potent factor of discipline than is commonly supposed. *M. E. Hadley*.