

pots from time to time. Life is a school ; we are perverse scholars to the last and require the rod.—*Carlyle*.

—RESOLVE to edge in a little reading every day, if it is but a single sentence ; if you gain fifteen minutes a day, it will make itself felt at the end of the year.—*Horace Mann*.

—PERIODS which no master has described, whose spirit no poet has breathed, are of small value for education.—*Herbart*.

—THE letter kills and the spirit makes alive. It is important to learn a trade, less for the sake of knowing the trade than for overcoming the prejudices which despise it. *Rousseau*.

—THE wolf of science will pounce upon the sheepfold of literature, and will soon have devoured its inoffensive occupants. Soon it will be mathematically demonstrated that not only Horace and Virgil, but Racine and Molière are “old fogies.”—*Fouillée*.

—REMINDERS.—The teacher must get down to the level of the child, but must neither stay there nor leave the child where he finds him. Help him higher.

Give a child the desire to learn, and all devices for interesting him and shortening the process of acquiring knowledge may be dispensed with.

The child must early learn to rely upon himself. Accustom children to investigate for themselves.

The questioning of the teacher shows the activity of the teacher's mind. The questioning of the child indicates the activity of the child's mind.

Bring the child into contact, not with symbols for things, but with the things themselves.

Say good morning to the children.

—DEFECTIVE CHILDREN.—At the annual meeting of the New England Normal Council, held in Boston last May, the defects of children as to sight and hearing were under discussion. Defects with respect to nutrition and mental defects were also considered. Suggestions for detecting the defects were given. For finding out short-sighted children the Snellen test types were used, and for astigmatism converging lines. Hearing or rather want of hearing was discovered by the stop watch. The teachers-in-training are