

to select materials for such exercises, and should endeavor to make them interesting and profitable, without allowing them to become so long as to take up too much time. Again, let one pupil read a narrative for the class, and then let others try to tell it as completely as possible after one reading. Sometimes the teacher may do the reading, that the class may afterwards tell what they have heard; but in general it is best that the pupils do it, and prepare carefully beforehand, so as to do it as well as they can. Such devices make careful readers and attentive listeners.—*Dr. J. W. Stears.*

—A hint from a teacher on the *qui vive*: How many threes are there in six? Two what? Write the statement in its common arithmetical form:  $6 \div 3 = 2$ . Does this statement,  $6 \div 3 = 2$ , ever mean anything else? If it does, can it be a mathematical statement? Mathematics is an exact science; and, therefore, ambiguous statement cannot be admitted. What is one-third of six? Write the statement. How many quarts of milk are there in six pints of milk? Write the statement. What is one-third of six pints of milk? Write the statement. Is there any difference in *thinking* the two operations, or are there two distinct operations? If one-third of six, and the twos in six, can be stated in one and the same sentence, how can a child understand it?

—A problem for our young arithmeticians. Four brothers, A, B, C, and D, bought 1,350 acres of land for \$4,672.50. A and B took  $\frac{1}{3}$  of the land, paying \$2,172.50 for it, of which A paid \$693.75, and B paid the balance. C and D took the remaining portion of the land, paying the balance of the money, of which C paid \$875.00 and D paid the balance. On account of the great difference in the quality of the land A paid \$1.00 per acre more than B, and C paid \$1.00 per acre more than D. How much did each pay per acre? and how much land did each get?

—A superintendent lately visiting the school in one of his districts, says: I found the teacher struggling with an unusually difficult lesson. The pupils had gone over the work of preparation quite as well as usual, but had not acquired sufficiently exact knowledge to render the recitation a success. They had, after their fashion, “studied” the lesson, but had failed to get the real meaning out of what they had passed over. At last, in sheer despair, one little fellow held up his hand, and said, in response to the granted permission, “I know, but I can’t tell.” Brave little fellow! He little knew how nearly he was approaching one of the great problems of practical teaching. How can the instruction of the school be made exact, perfect, complete? How can the teacher so work upon the mind of the pupil, that, of his own activity, he will reach out and secure for himself the knowledge that shall be of most worth? How shall impressions, with the most ease to the teacher and with greatest economy of time on the pupil’s part, be made permanent, be rendered capable of reproduction?