

thought, to enable the pupil to comprehend the subject-matter of the next lesson, and to interest him in it. In the succeeding recitation, question him not only in regard to his recollection of the matter assigned for study, but especially in regard to his comprehension of it.

Topical recitation as a test of memory, questions as a test of the comprehension, and the preparation of tabular analyses of the subject matter under discussion are all valuable, and should all be employed, the one or the other being employed in testing each pupil according to the habit of mind which the teacher has discovered in him.—If one is inclined to memorize and repeat mechanically, catch him with questions on the meanings of expressions used and the relations of facts stated, or require a tabular analysis, which, like a genealogical table, shall show the relation of each separate idea in the next under consideration to all the others. If the pupil has the power and can comprehend readily the habit of thoughtful study, but is embarrassed by a feeble memory, as is sometimes the case, topical recitation will, with tabular analysis, be most profitable for him as a compelling exercise in that direction in which he most needs strengthening.—[Mary H. Smith.

A STYLE OF WORK TO BE AVOIDED.—The schoolmaster enters the room with a dignified tread—rings the bell—and before commencing the reading exercise, you hear him call out “James, go stiller.” “Here, Thomas, come back.” “Charles let John alone.” “Henry stop that whispering.”—The reading exercise is now ready. The class goes to the bench with a rush,—the first one there takes the head; if two or three are behind, they squeeze in between and crowd the rest. It matters not if the thermometer is in the nineties. It matters not if some one does get bruised. “Can’t he move down?” “I got here first.” The pupil at the head of the class reads, and he makes the room echo with his capacious lungs. Some one knocks—neither teacher nor pupils hear it. The next pupil reads with a delicate tone of voice, then comes a rap that makes the teacher jump to his feet, and the pupils all cry out, “Some one knocked.” “Hush, don’t you suppose I heard it?” The teacher goes to the door, and returns to his desk, and announces that Henry is wanted. Out Henry goes with a heavy tread. The third pupil now reads,

and “drags his slow length along,” when in comes Henry. “Go still, Henry.” “Mr. Brown, can I go out?” “No.” “Mr. Brown, may I whisper?” “Not now.” “Mr. Brown, can I sharpen my pencil?” “Keep still, all of you.” “Who’s making that noise?” “Keep your feet still!” “Hush! Kate, be quiet.” “Please to show me?” “Can’t get it.” “Oh! Tom’s kicking.” “Thomas march up to my desk.” “Oh! pullin’ har.” “Who’s pulling hair?” says the teacher. “Harry.” “No, sir,” said Harry, “I just touched his head,” “Well, you let his head alone, and let his hair grow,” said the teacher. Here the scholars laughed with the greatest delight. “Order now; you have laughed enough. The reading class is dismissed,—the teacher is behind the time,—he hurries the classes through. Let us look about the room and notice the children: some are idle, because they cannot get their examples; some are watching the teacher; some are whispering; some eating candy or nuts; some nibbling apples; two or three trading knives, some throwing paper-wads; some making funny pictures, and some are asleep. “Can’t he move down? its hot.” A mouse enters the room, and every child is ready to leave the studies and observe the mouse. Some of the boots come down very heavily against the side of the building; some of the girls scream, and raise their feet from off the floor, and the din is enough to drive the teacher crazy. Just then a bumble-bee enters, and the din is worse than ever; books and slates, laughs and screams, disorder and confusion prevail. Finally order is restored—does anyone wonder why some teachers grow nervous after teaching a few years?

—Oberlin College received a bequest of \$5,000 in the will of the late Sardis Burghard.

—The Russian lady students who some time ago had the doors of the Zurich University closed upon them, have at last found an asylum in the University of Berne. The government has extended to them the permission to attend that institution provided they are 18 years of age, can furnish a certificate of good moral conduct; have the consent of their parents or guardians, and pass an acceptable examination. This permission has been framed so as to apply to all female students, and not merely to the fair Russian fugitives.