

Eloquently expressed, and the frozen truth ! But then, at the end of a term, or a year, comes along the written examination,—the measuring-rod of the chief of the bureau of statistics,—and finds, of course, neither inches nor furlongs, neither multiplier nor dividend. Art he cannot measure ; ethics he cannot weigh ; growth is not a subject for percentage ; and so the instruction, of course, is a failure, and the reputation of the teacher at a discount. Happy is he whose examiner is not the "chief of a bureau of statistics !" —*N. Y. Journal of Education.*

Paul Bert, the former Minister of Public Instruction in France, bemoans the neglect of contemporary history in the public schools, which appeared on the occasion of different examinations. He writes : "The scholars could not tell what department was taken from us in 1870, what river is the eastern boundary of France, what Colmar, Metz, and Strasburg were. One girl could not answer when asked what was Alsace Lorraine ; a second child triumphantly replied, "It is a province which Prussia lost 1879." M. Bert asks that, instead of giving the history of the Egyptian kings, especially of the oldest times in the public schools, the history of modern times should be given. The criticism might be made in other countries than France.

PRACTICAL CROSS-QUESTIONING.

We consider the following illustrations on the subject of cross-questioning put, and so give them to our readers. They appeared in the February number of the Ohio Educational Journal.

A boy is reciting a lesson in grammar, and says, "It is a declarative sentence." It was a declarative sentence, and the direct-examiner (his teacher) was proceeding to the next point, when a visitor asked, "What is a declarative sentence?" "A declarative sentence is one that declares something." "What do you mean when you say 'it declares something'?" "I don't know." (This answer was correct.) "Make a declarative sentence." "Shut the door." He had the shell but not the kernel.

Class in Geography : T. "What is an island?" P. "An island is a body of land surrounded by water." Then the visitor inquires : "How large do you suppose an island to be?" P. "I don't know." V. "As large as the school yard?" P. "Larger." V. "As large as our village?" P. "May be so." V. "As large as — County?" P. "Oh, no ; not so large as that."

Again : "What are meridians?" P. "Meridians, etc." (Correctly answered.) V. "How many meridians are there?" P. "I have never counted them." V. "Could you count them?" P. "Yes, sir." V. "Where?" P. "Upon the map." V. "Are there any meridians passing through this village?" P. "I think not ; I have never seen any." V. "Are there any passing through this room?" P. "No, sir," etc., till it was perfectly plain that the pupil possessed the words of the text, and *nothing else.*

DISCIPLINE.

Last June I visited an old friend who has a private school on the banks of the Hudson. I found the boys assembled in a neat school-room, and everything was in excellent order. At the close of the morning exercises the principal read off a list of delinquents and the punishment :

John Jones, late : 20 minutes.

Henry Smith, disorder : 30 minutes.

Peter Thompson, staying out too long : 10 minutes.

Then school was dismissed.

"What are the delinquents to do?" I said, seeing all marched out.

"Come and see," said the principal.

Near by was a shed, with a wide piazza. Here the delinquents came, and each seized a gun and shouldered it (looking at the

clock), began to parade up and down in a soldier-like manner, saluting the principal when they passed him.

"My assistant will supervise them—but they need little."

"Do they like it?"

"No, nor do they dislike it : they know that it does them good."

"Does it cause them to refrain from disorder, etc.?"

"Oh, yes ! you saw the disorder ; I have really nothing to complain of."

"In what does the excellence of this 'standing guard' consist?"

"The boys march up and down in a certain way ; they repeat a good exercise until it becomes a habit. Now, a good habit, as of standing straight and carrying one's self properly, reverts on the mind. If it was something useless or degrading, it would have a bad effect. When the weather is fine there are places where they 'stand guard' out of doors."

Speaking of this to another teacher, he says : "I have a similar plan. I believe that it is important to get the body into habits of doing things right. I punish a boy by requiring him to march up and down, standing in the very best attitude possible. He must make his turns in military style. If he fails after fifty marchings, the penalty is doubled. Then again I have a boy walk up on the stage and make a bow to an imaginary audience, ten, twenty, or thirty times. Then they practice coming in, shutting the door, and sitting down in a graceful way, ten, twenty, or thirty times. Then they draw on the blackboard parallel marks two inches long, at the distance of one inch from each other. (This is susceptible of many variations.) All that is given out is physical or semi-physical and trains the individual. I find he grows in obedience. He gets his powers into submission to habit."

This subject is very suggestive, it seems to me ; it certainly needs investigation. I have learned not to give out lessons as a punishment ; it fails to train, and it causes dislike of study.—*N. Y. School Journal.*

LESSONS IN LANGUAGE.

The teacher may write them on the blackboard where they can be studied. The pupils should have little blank books in which these forms are copied, as well as others that they may notice. These will train the eyes of the pupil ; he must learn to criticise himself.—*Ed.*

"When a person talks like that they ought to be ashamed of it ;" "I hain't forgot ;" "So many spoonfull ;" "They came to see my brother and I ;" "Between you and I ;" "The man whom they intend shall do that work ;" "I thought it was him ;" "I know it was her ;" "One of the balls were struck ;" "Either of them are too old ;" "Everybody has a right to express their mind ;" "These kind of grapes are not good ;" "I shall go and lay down ;" "The books are laying on the floor ;" "I laid abed ;" "He set on the bench till sundown ;" "I should have went ;" "You done wrong ;" "I have drunk ;" "They have began ;" "They hadn't ought to ;" "Says I ;" and "I says ;" "I meant to have called there last night ;" "If you had have sent me word ;" "I have got the book in my library ;" "I like it equally as well ;" "We are going to town for to see the pictures ;" "The student said it and repeated it again ;" "Returning back ;" "The fruit was gathered off of that tree ;" "I will think on thee, love ;" "More than you think for ;" "Who was the proposal made to ?" "He or his nephew have signed the paper ;" "Henry or John are to go thore to-night ;" "I don't known but what I shall sail ;" "Kato seldom erer uses the wrong word ;" "Cold water is a pretentative ;" "Pleaso cut it in half ;" "She has married a man with lots of money ;" "He got loads of compliments ;" "They say he enjoys bad health ;" "Corporeal punishment ;" "The professor learnt us German ;" "You