

should make no reply let another be named. Here is no occasion for waiting again. Should an erroneous answer, or no answer, be received from the second, let a third be called upon. Should the third fail, perhaps this will be as far as it will be expedient to proceed in this method. Let the question be then thrown open to the whole class; and, if it has been framed with judgment, some one in the class, in forty-nine cases out of fifty, will be able to answer it. Should it often happen that no one in the class is able to answer the question put, it will prove the teacher to have been in fault; for it will show that he has misapprehended the capacity of his class. Another question will then be given, and so on until the recitation is finished.

Now, is it not clear that the method last described tends to secure, and if conducted with ordinary skill, will secure, the attention of the whole class? Each mind will act upon each question. In a class of twenty, twenty minds will be at work. As a mere means of acquisition, then, to say nothing of intellectual habits, the latter method is nineteen times better than the former. We verily believe that, if a change *only in this one particular* could be introduced into all the schools of Massachusetts, it would forthwith give them fourfold efficiency, as a means of improvement.

The above views do not apply with equal force to all studies. There are some branches, where other means of securing the action of each mind may be resorted to. In arithmetic, for instance, different questions may be assigned to different members of the class, to be wrought out simultaneously. But we need not go into detail. Every competent teacher, in applying a general rule to a variety or a diversity of circumstances, will be able to make a proper allowance and modifications.

The method here recommended, it will be seen, not only secures the attention, but cultivates a habit of rapid thought and of prompt reply. It keeps the class *alive*; and one answer given promptly and with life, is worth half a dozen drawn out after the listener's patience has been exhausted by delay.—*Boston Common School Journal*.

SHORT SELECTIONS FROM EUROPEAN AUTHORS.

Comparative Expense of Education and Crime.—Our prisons have the extent of palaces, because our schools have been limited to sheds. The sums spent on cruel punishments would have paid thrice over for a system of salutary prevention. We lift our hands and exclaim with wondering horror at the rapid progress of juvenile delinquency in our days; but delinquency is a result of education as well as honesty; and so long as there are no schools of honesty to compete with the school of delinquency, the manufactory of larger production will throw the more abundant supplies into the market. Take a juvenile delinquent just convicted of crime. You are doubtless surprised and shocked at the amount of depravity exhibited by a child. Shocked you may be, but surprised assuredly you would not be, if you knew how carefully that child has been educated in depravity. Half the same pains honestly bestowed, would have made him a useful and perhaps an ornamental member of society.