

are subject, is not cured by the bad air which he is compelled to breathe. That his pupils do all the learning and that, therefore he is obliged to be conspicuously idle, is a statement which is founded entirely on a misconception of what a teacher is to do in the school-room. His real work consists in an exertion of power (the more quiet the better) to induce work in others. This raying-out of influence is one of the most costly things, as far as strength is concerned, known to the physical organization. It exhausts and depletes the body of its tone and force; it succeeds, generally, in wrecking those who start off in fair health.

That there is a large number who are unable to exert influence, that feel no anxiety that make it wholly a physical business may be true, but they are not those who so win the attention of their pupils that "if a portion of the sun were broken off, and given to them for a plaything," they would prefer to listen to the voice of the teacher. Let no one therefore enter the school-room to escape work. Teaching is toil.—*N. Y. School Journal*.

—The best teachers nearly all think it a poor method to hear a recitation by questions unless we merely say "Tell me something about the lesson," "Tell me something more," "What next?" that is pretty much the plan, we prompt the answer.

There is, however, one style of questions to be used in reviewing a whole volume, which is of great advantage; and if every school book in the higher departments of science, physical and mental, were furnished with such at the end, it would be of great use to teachers.

I will explain. Every subject of importance can be divided or classified according to several different principles of order. The writer of a book adopts that which he thinks on the whole the best; but it is rarely the case that the others do not offer some advantages, in reviewing it is always best to employ a different division of the subject, which might be embodied in a set of questions at the end.

I will illustrate this by a topic on which I have lately written such questions, and which for its thorough comprehension, needs such treatment: viz., Chemistry. In the book I use, Eliot & Storer, the order adopted takes up each element in turn, describes it, and gives its compounds.

In review, I first ask about the theory, which has not separate consideration in the book, but is brought out incidentally as experiments illustrate it (by far the best plan for first study, but needing the supplementary work I am describing). Next I call for a description of all the elements especially studied, omitting compounds. Next the class of Hydrogen acids is described; after this the Oxygen acids and anhydrides; then the bases anhydrous and hydrated; next the salts, chlorides, bromides, nitrates, sulphates, etc. After this, I ask such questions as "Name the oxydizing agents characterized in the text-books." "The reducing agents," &c. In fact, wherever analogies between substances put in different parts of the text-book give basis for classification, I ask a question about it. A few, like Steele's excellent practical questions, are intended merely to excite thought.

As, unluckily for me, they are not printed, I write them with a stick and ink in large characters on stout sheets of brown paper about a yard square, and these I fasten to a sort of bulletin board in my recitation room. Thus I preserve them for successive classes.

I hesitated a little whether to refer to pages, or let pupils ransack the book for answers; finally I adopted the former course.

Makers of text-books have almost wholly neglected this excellent plan. I am certain such "*question-raisonnes*" would add to the value of every volume for schools. The truth is, a mere hack could not write them.

To some small extent, all good teachers follow this plan in oral teaching; but it cannot be fully carried out without written or printed questions, and special study for pupils.

I would like to tell the ups and downs of a reformer introducing experimental teaching on science, but I reserve this for some other time.

HARD WORDS.—The distinction between hard words and strong words is one too often overlooked, or unfelt, especially by those to whom the instruction of the young is entrusted. It is quite possible to speak forcibly without speaking harshly and there can scarcely be a doubt that to do so is far more effective than to hurl denunciations and offensive epithets at a child who, from