

you a kind of right to demand full answers to all your test questions, when the lesson is concluded. You will, of course, go over the ground a second time more rapidly than at first; but it is always desirable to cover the whole area of your subject in recapitulation, and to put questions to every child in the class.—This distinction may be made between the questioning of instruction and the questioning of examination. In the former the simultaneous method may be used. This gives vigour and life to a lesson, and helps to strengthen and fix the impression you wish to convey. But you must not be satisfied with simultaneous answers. They will prove misleading if not followed up by individual questioning. Our best educationists recommend that examination questions should be entirely individual.

Another, and one of the plans for training, working the minds of children by questioning, mastering what they read, and testing the results of the whole training, I shall give for your consideration. It is a plan I strongly recommend.

The entire work of drilling and examining is by much too great to be thoroughly and profitably gone through at one time; it is too much for the pupil's patience, and concentrated attention; it is too much with reference to the trainer's mind to be constantly on the stretch; and far too much as it respects efficiency in going through the work. Every part of school work requires to be done within specified divisions of time; and these you make long or short with reference to the subjects to be taught. The reading drill, with its concomitants of spelling, instructive questioning, definitions and applications of words, examinatory testing of results, &c., is too much work to do justice to any one part of it, within the portion of time of which your other work will admit, unless you race over each part hurriedly. And to do this is to make the results of your labour of little value; and if you extend your time, to enable you to do justice to each part of the work, it must be at the expense of other parts of school work; at the expense too of your class's patience and concentration of mental effort at one time; nor is long continued effort in your own favour. The teacher as well as the pupil needs breathing moments—a change in the work, and which he often needs. Momentary reliefs, passing from one kind of exercise to another helps him to make his teaching more vigorous.

What I recommend is, that only part of the work of the reading drill be gone through at one specified time,—say the *reading part only*. Another part, namely, instructive questioning, training the class to mental effort in tracing, understanding, truths, and exercising their minds upon them; acquiring knowledge of words and their varied applications; and testing the results of the whole, should have a distinct place allotted to them in your time table.—Dictation exercises for spelling, and recapitulations, and writing outlines of lessons, I would make the concluding part of the work.—I would leave to the judgment of the teacher what places in his time table, each division of the work should have.—These divisions of the work would enable you to do more justice to each part of the training, and the general results would, to yourself, be far more satisfactory.—Let me now show how the reading drill should be gone through. The class ready for work—begin by making one in the class announce the lesson. You then, if not done before, divide the lesson into portions, of two or more sentences, as you may consider suitable. Then commence the work, first on the pronunciation of words,—how and where pauses should be made,—showing the difference between the pause for breathing, and the one for regulating the sense and bringing out the meaning. Put test questions, as you proceed to make the class attentive.—This being done, read before them the first portion, but only one clause at a time—to be read by them in a loud distinct voice *simultaneously* immediately after you. Let your own reading be *distinct and slow*, that they may be able to catch correctly your pronunciation, observe how you bring the words together in reading, to give the meaning correctly, the relative stress each word receives, and the varied tones and modulations of your voice.—On your pronouncing the *last* word of the clause, they commence reading it in unison, after your model; and, when required, re-read it till they come up to your wish. Then call on individuals to read, to ascertain their attention and the effect of your training. Then, pay special attention to pronunciation, fluency of utterance, and the toning and training of their voices.

You are here exercising them on the fundamental elements of good reading. Then, be particular and painstaking. Question, as you proceed, and make their answers to your questions be instantly followed by their doing whatever may be necessary to show that they *practically* know the thing. Go through all the divisions of the lesson in this way. Then return to the beginning, to go over the ground a second time, but differently; for this, the first drill was a preparation.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

Idle Genius in School.

How doth the little busy bee
Improve each shining hour.

I AM exceedingly sensitive. Perhaps, in my old days, I am getting nervous. Nothing, at any rate, annoys me so much as in looking over the school-room to see several vacant eyes staring me in the face. It is a strong symptom that if mischief is not already brewing, there soon will be. On such occasions it is dangerous to throw your undivided energies into the class reciting, lest the urchins take advantage of your unguarded faithfulness to enjoy private theatricals in the way of low comedy or grotesque pantomime. "Eyes right" is, therefore, in our petty despotism, not a temporary order in a changing series of evolutions, but a standing requisition for the day. If these useful organs are discovered wandering, the party to whom they belong is instantly called to an account.

I notice Peter, for example, sucking his fingers, with his liquid orbs intently fastened on the master's face, waiting for the suspicious moment to hurl a wad, which he has been chewing for five minutes, at Joe's head. "What are you doing Peter?" "Nothing." "Well, as you may get into mischief, suppose you draw a map of the New England States on your slate, and show it to me before you leave the house." This trifling job keeps Peter employed for an hour, prevents his making Fort Sumter out of his neighbors' heads, prepares him for future usefulness as an engraver, and saves the poor domine the vexation of a deal of discipline which the wad might have rendered necessary. Bright pupils will some times get through with their lessons, and apparently have nothing to do. In such cases, have it understood that when employment is desired, by simply raising the hand, the ambitious mind will immediately be gratified by the teacher. Pleasantly show to the dear young hearts that unless their eyes are busy in the joyous acquisition of knowledge, Satan will soon lead them into many funny and naughty performances, for which they will shed bitter tears when they get to be old men, if not, indeed, that very morning.

To teachers troubled with lounging, restless, twisting youngsters, the plan is recommended as most efficacious. As soon as you notice the whites of the listless eyes, give as a dose the map of Asia on the slate. The prescription is perfectly safe, warranted not to injure the smallest child, being free, as the patent medicines say, from mercury and all deleterious drugs. Repeat the dose on subsequent days, until a cure is effected. In about a month your school, for application, will be the wonder of those parts.—*Illinois Teacher*.

W. W. D.

Three Rules for Good Reading.

First.—Finish each word. I use the phrase in the sense of a watch-maker or jeweller. The difference between two articles, which at a little distance look much the same, all lies in the finish. Each wheel in a watch must be thoroughly finished; and so each word in a sentence must be most completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in his subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise. Secondly.—Do not drop the voice at the end of a sentence. Simple as the rule may seem, it is one most necessary to enforce. If the whole of a sentence be audible except the conclusion, the passage read becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole. Thirdly.—Always read from a full chest. The reading voice should always be a complete *voce di petto*; and the chest, which is truly the wind-chest of the human organ, should never be exhausted. This is as important for the speaker as the hearers, and for the hearers as for the speaker. The voice is delivered with ease, and becomes agreeable. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading, in a large building where attention to this matter is indispensable.—*The Dean of Ely, in the Englishman's Magazine*.