

"Where do you begin?" said the teacher, taking the book.

Pupil—On the 80th page, 3rd question.

Teacher—Read it, Charles.

Charles—"A man being asked how many sheep he had, said that he had them in two pastures; in one pasture he had eight; that three-fourths of these were just one-third of what he had in the other. How many were there in the other?"

Teacher—Well, Charles, you must first get one-fourth of eight, must you not?

Charles—Yes, sir.

Teacher—Well, one-fourth of eight is two, isn't it?

Charles—Yes, sir, one-fourth of eight is two.

Teacher—Well then, three-fourths will be three times two, won't it?

Charles—Yes, sir.

Teacher—Well, three times two are six, eh?

Charles—Yes, sir.

Teacher—Very well. Now, the book says that this six is just one-third of what he had in the other pasture, don't it?

Charles—Yes, sir.

Teacher—Then if six is one-third, three-thirds will be—three times six, won't it?

Charles—Yes, sir.

Teacher—Then he had eighteen sheep in the other pasture, had: he?

Charles—Yes, sir.

Teacher—Next, take the next one.

At this point I interposed, and asked the teacher if he would request Charles to go through it alone. "Oh yes," said the teacher; "Charles, you may do it again." Charles read it again and looked up. "Well," said the teacher, "you must first get one-fourth of eight, mustn't you?" "Yes, sir," "And one-fourth of eight is two, isn't it?" "Yes sir." And so the process went on as before, till the final eighteen sheep were drawn out as before. The teacher looked around with an air which seemed to say, "Now I suppose you are satisfied." "Shall I ask Charles to do it again?" said I. The teacher assented. Charles again read the question and again looked up. I waited and he waited; but the teacher could not wait. "Why, Charles," said he impatiently, "you want one-fourth of eight, don't you?" "Yes, sir," said Charles, promptly, and I thought best not to insist further at this time, upon a repetition of *Yes, sir*, and the class were allowed to proceed in their own way.

Comment is unnecessary. Of course no teacher in West Huron adopts such a method, but I fear something similar may still be heard in *other* districts.

PARENTS AND THE SCHOOLS.—Some time ought to be taken, at home, to talk with the children about what they are learning and doing at school. Such talks are what children naturally expect and like. Your children are not turned away to school to shift wholly for themselves, or to be taken care of wholly by the teacher, without any thought of your own for them. You ought to know what they are studying, and how they are

getting on. No matter if you find out something about their plays and playmates, and the way they spend their recess. No matter, either, if the teacher finds out that you know something of what is going on in and about the school-house; and if she comes to understand that without your keeping any close and sharp watch upon her, you have an eye at least for all the good work she is doing.—*Congregationalist*.