

The method of teaching the lesson includes the art of questioning properly—an ability which all teachers do not readily acquire. As much depends upon the manner of questioning pupils, as upon any other feature of the lesson. Long, wordy questions should be avoided, not only because they are not readily comprehended, but because they avert the attention and detract from the interest of the class. Clear and concise questions will often make a class seem bright and intelligent. General questions may be used to advantage to test the knowledge of the scholars, or by the way of encouraging free and easy conversation in class; but, if a particular answer is required, such a question should not be used.

Pointed questions should be used to bring out particular answers, that the chain of thought be not broken by an answer out of place, or that the minds of the pupils may not be made to wander when they should be held to the point.

Direct questions are aptly put, when the admission or denial of a statement is wished upon which to base the next question; but

at other times they only encourage laziness, or a careless habit of thinking. Not only is it an easy matter to answer "Yes or No," but a child soon learns from the manner of his teacher which is desired; and the lesson which thus costs him but little effort, he correspondingly appreciates and remembers.

Suggestive questions should not, as a general thing, be used. There may be cases, however, where the pupil is trying hard to think what to answer, but has in some way become puzzled, that the assistance of a suggestive question may be better than to let the pupil fail, if in so doing it tends to discourage him.

Questions of whatever kind should follow each other in such order that each may open the way for the next.

Finally, the value of a lesson largely depends upon an orderly running up of the facts brought out. A complete summary with appropriate applications serves "to clench firmly the nail now driven." *National Teacher*.

SEX AND EDUCATION.

(The following extracts are from Dr. E. H. Clarke's address at Detroit; his book with the above title, has given importance to his views. Eds.)

"Unless men and women both have brains, the nation will go down. As much brain is needed to govern a household as to command a ship; as much to guide a family aright as to guide a congress aright; as much to do the least and the greatest of woman's work, as to do the least and greatest of man's work. Moreover, in both sexes, the brain is the conservator of strength and prolonger of life. It is not only the organ of intellect, volition, and spiritual power, but the force evolved from it, more than the force evolved from any other organ, enables men and women to bear the burdens and perform the duties of life; and with its aid, better than with any surgery, can they overcome the 'ills that flesh is heir to.'"

"But the organs, whose normal growth and evolution lead up to the brain, are not the same in men and women. Consequently their brains, though alike in microscopic

structure, have infused into them different, though equally excellent qualities.

"Build the brain aright, and the Divine Spirit will inhabit and use it. Build it wrongly, and the Devil will employ it. The development of the mind, then, means practically the development of the brain; and the building of the brain is a part of education.

"A wise and appropriate system of education, in its effort to build a brain either for the male or female organization, will endeavour to aid and imitate the process by which Nature performs the same task. Herein physiology can render infinite service to education, a service that the latter cannot afford to refuse.

"It is impossible, within the limits of this paper, to give even an outline of the wonderful process by which that delicate and marvellous engine, the human brain, is built up—an engine which is only a few inches in diameter; whose weight, on an average, is only about forty-nine ounces; which contains cells and fibres counted by hundreds of millions—cells and fibres that