

Practical Department.

A TEACHER'S WEAKNESS.

Nothing can be more unwise than for a teacher to fly into a passion in the presence of his pupils. Such folly is disastrous to good government, and nearly always ends in mortification and self abasement to the teacher, who is deserving of all the humiliation he thus brings on himself. The following laughable incident describes the embarrassing position in which a teacher placed himself by not bridling his tongue when he should have done so:

"I left my pencil lying on my desk a moment ago," said an irritable teacher in one of our city schools. "I cannot find it now."

Nothing was said by the pupils.

"I am very sure I left it right here," said the teacher, hastily turning over the books and papers on his desk.

"Perhaps it is in one of your desk-drawers," suggested a pupil.

All the drawers are pulled out angrily.

"No, it isn't here; I know it wasn't. I left it right on this desk just before this class came up to recite," was the frowning reply, in which was conveyed the delicate insinuation that some member of the class had taken the pencil.

The teacher searches again in all his pockets and says sharply,—

"I'm positive that some one in this room knows where that pencil is. I want it returned to this desk immediately."

No one moves.

"I will have that pencil again if I have to search every desk in this room. Have you got it, Harry Johnson?"

Because Harry Johnson was the most mischievous boy in school was a poor excuse for the teacher's accusing question, and it was little wonder the boy angrily replied,—

"No, sir; I haven't."

"Well, some one has, and that's all there is about it. And it has been deliberately stolen from this desk."

At that moment a grinning little urchin held up his hand.

"If you please, teacher, the pencil is sticking behind your ear."

But the teacher lost that day what he could never find again—the respect of his pupils.—*Central School Journal.*

CROOKED ANSWERS.

School children become possessed of many singular and amusing ideas. Here are some in the form of answers to questions asked by their teachers:

"Describe the heart."

"It is a comical shaped bag."

"What is a volcano?"

"A volcano is a large mountain with a hole at the top and a fire place at the bottom, and sometimes the fire comes out at the top, and destroys cities at the bottom, if there are any."

"Mention any occupation considered injurious to health."

"Occupations which are injurious to health are carbolic acid gas, which is impure blood."

"Is a bootmaker's trade injurious to health?"

"Yes, very injurious; because the bootmakers press the boots against the thorax, and, therefore, it presses the thorax in, and it touches the heart, and if they do not die, they are cripples for life."

"What is the feminine of goose?"

"Ganderess."

"Where was Bishop Latimer burned to death?"

"In the fire."

Another pupil writes,—

"When food is swallowed it passes through the windpipe and the chylo passes up through the backbone, and reaches the heart, where it meets the oxygen, and is purified."

HOW NOT TO DO IT.

The following are a few of the unscientific and inartistic methods characteristic of too much of our "school-keeping":

1. A blind adherence to the text-book in use.
 2. The verbatim recitation of memorized lessons, without reference to ideas.
 3. The failure to aid pupils in thinking by suitable explanations.
 4. Telling everything in advance, and giving pupils no chance to find out anything for themselves.
 5. In arithmetic, requiring the logic of problems before thorough training in adding, subtracting, multiplying, and dividing numbers. In wasting time on technical "school-masterisms" instead of concentrating the attention upon essentials.
 6. In grammar, by requiring definitions, parsing, conjugations, and rules of syntax before practice in sentence-making.
 7. In geography, by memorizing the answers to a multitude of map questions, to which the child attaches no correct notions, before laying a foundation of ideas drawn from a personal observation of local surroundings.
 8. In history, by memorizing useless particulars before taking leading events.
 9. In botany, by taking books before plants.
 10. In physics, by taking text-book statements and omitting experiments.
 11. In reading, by training children to call words which convey to their minds no correct ideas.
 12. In drawing, by drudging upon lines, angles and geometrical forms, before the delineation of common and interesting objects.
- In view of the charlatanism and empiricism to be found both in courses of study and methods of instruction, we may well be tolerant of the opinions of those who assert that there is, as yet, in our common schools neither an art nor a science of teaching.—*Swett.*

A SHORT MULTIPLICATION TABLE.

The multiplication table looks very long to the child who is trying to learn it. I remember how very, very hard it seemed to me, and how my father encouraged me by writing it in a short way. His device was to make the "rows" begin as follows:

"2 times 2"—"3 times 3"—"4 times 4"—and so on, the last rows commencing, "11 times 11"—"12 times 12."

It will be seen that the table thus written is shortened one-half.

Teachers, take a sheet of paper and write the table for Ole, and Mike, and Christine, and ask them to carry it home and learn it for fun.—*School Education.*

DRAWING.

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(The Editor of this Department will be glad to answer questions for information addressed to him in care of the *SCHOOL JOURNAL*.)

IV.

In addition to the right line figures mentioned in our last paper, there are several others to which the pupil's attention should be carefully drawn, and not only the figures themselves made, but their practical differences perfectly understood. Such are the different