study are incompatible. Explain this to the scholars and enlist their aid in the matter. Make them find that you want to make the room pleasant; that you do not want them to be troubled and harassed by others interrupting them. These plans may be tried to accustom the children to abstain from speaking.

1. Ask them to go without whispering for a half-hour, or hour, and at the end of that time ascertain who have succeeded, letting them raise their hands. Commend their success; give them a little rest, and then let them try another period.

2. Have a period set apart for speaking, by having a large card marked "Study Hour," on one side, and "Needful Speech," on the other. At the end of each hour turn this card.

3. Keep an eye on the noisy ones, and give them a separate place to sit, not so much as a punishment as to prevent them troubling others.

4. Keep a record of those who whisper much, and class them as "Disorderly," and lower their standing for good behaviour. This needs to be handled with care.

6. Detain those who are noisy, and try to influence them by a kind personal talk.

6. Appoint some of these as monitors.

7 Give extra employment to those who seem to have time to whisper.

8. Make a great distinction between those who whisper about their studies and those who whisper about mischief.

9. Dismiss in the order of orderly conduct as you have noted it—saying I will dismiss in the class (*a*) "Those who have seemed to me to be successful in managing themselves; these may stand—James, Henry, etc., etc." After dismissing these—(*b*) "Those who have seemed to me to be moderately successful; these may stand—William, Mary, etc." After dismissing these—(*c*) "Those who have had the least success these may stand—Susan, etc. Then dismiss these.

There are many other methods, but the above carefully applied and followed by close personal attention will generally suffice.—*N. Y. School Journal.*

PRACTICAL QUESTIONS.

Natural Philosophy.—Why do housekeepers test the strength of lye, by trying whether or not an egg will float in it? How much water will it take to make a gallon of strong brine? Why can a fat man swim easier than a lean one? Why does the firing of a cannon sometimes bring to the surface the body of a drowned person? Why does the body of a drowned person generally come to the surface of the water after a time? Will a pail of water weigh any more with a live fish in it than without? Why can stones in water be moved so much more easily than on land? Why is it so difficult to wade in the water when there is any current? Is the water at the bottom of the ocean denser than at the surface? Why can a swimmer tread on pieces of glass and other sharp substances at the bottom of the water without harm?

Physiology.—Why do we need food? Why will a person starve without food? Are the current stories of people who live without food to be relied upon? What does food do to us? What does food contain? Must a student starve himself? Is there any danger of over-eating? Do not most people eat more than is for their good? How should the season regulate our diet? Should we labor or study just before or after a meal? Why should care be banished from the table? Will a regular routine be beneficial? What kind and quantity of food does a sedentary occupation require? What caution should students, who have been accustomed to manual labor, observe? What is the rule for exercise? Is a young person excusable, who leads a sedentary life, and yet takes no daily outdoor exercise? What will be nature's penalty for such a violation of her law? Will a postponement of the penalty show that we have escaped? Ought a scholar to study during recess? Will a promenade in the vitiated air of the school-room furnish suitable exercise? What is the time for taking exercise? Who can exercise before breakfast? What are the advantages of the different kinds of exercise? Should we not walk more?

Chemistry.—What is the meaning of oxygen? What are the destructive effects of the oxygen in the air? What causes the decay of peaches? Why does not canned fruit decay? How is river water purified on a sea voyage? By what means is the oxygen carried through the system? What work does it perform in the body? Why is the blood in the arteies red and in the veins black? Does fire differ from decay? In what sense is the body a furnace? What is the fuel? Why do we eat more food in the winter than in summer? Would a fat man endure starvation longer than a lean one? Why do teamsters warm themselves by slapping their hands? Why does running cause panting? Why does one die when his breathing is stopped? Could a person commit suicide by holding his breath? Why do we need extra clothing when we sleep, even at mid-day, in the summer? How do hibernating animals illustrate this? How does a cold-blooded animal differ from a warm-blooded one? Is there any part of our body that is permanent? Why does a person drown in water? Would a person drown in pure nitrogen? What causes flesh to decompose so much more easily than wood? What use do plants make of the nitrogen they breathe in? Why do we need a draught to a stove? Why do we use "kindlings" in starting a fire? Why does blowing on a fire kindle it, and on a lighted candle extinguish it? Why can we not ignite hard coal with a match?—*Steele's Sciences.*

OCCUPATION FOR THE YOUNG CHILDREN IN SCHOOL.

CLAY EXERCISE.

Form If practicable, provide each child with a small piece of board containing wet clay. Where the class is too large, have a large tray or box containing the clay, and allow two or three children to work at one time, while the class look on, criticise the work, and when necessary different ones may be appointed to rectify mistakes; thus all may be kept interested.

As in previous lessons, begin with a talk about clay. What kind of a substance? Where obtained? Of what use? Speak of bricks; have one to show. If convenient, present other objects made of clay; speak of their manufacture, or what is better, let the children find out as much as possible for themselves, and relate it at the next lesson.

Have the children first make a ball or sphere of clay. What kind of a surface has it? How many hemispheres can be made of it? Let them cut it with a knife. What part of the sphere is the hemisphere? What does hemi mean? How many halves in a sphere? in an apple? in anything? How many faces has it? What kind? What edges? Let them place the two halves together, then press it and make an oblate-spheroid; then make it round again, and taper one end for an ovate-spheroid or egg shape. Return again to the sphere, and cut off each side for a cube. Review the shape as faces, edges and corners. Roll it out for a cylinder, cut off sides for square prism; if possible, cut it in two for triangular prism. Then form pyramids, cones, etc.

Let them make the shapes of different kinds of fruit, using little sticks for stems; for strawberries they could make little indentures with pins for the seeds. Have a talk about each kind of fruit, and when practicable, present the natural.

Have a lesson on the bird's nest, and let them mould it in clay, and make the eggs and place in it. Let them give a list of the names of little birds. A great variety of objects may be made, as well as cakes, pies, and bread, and a little lesson on each be given. The children will exercise their own ingenuity and devise many new forms.

The clay may also be used for geography lessons. The children may form mountains, valleys, capes, islands, peninsulas, straits, bays, springs, rivers, etc. They may get the idea of water flowing from all parts of the land, and at last finding its way to the ocean. They will surely get ideas instead of mere words. Children must have the object picture before they can grasp the idea.

Anna Johnson.

Good Reading.—No topic connected with the subject of education is exciting more attention than that of reading. The belief is becoming general that good reading depends not so much upon the mode of expression, as upon a clear understanding of the subject matter. One reason why so little has been accomplished in this direction is the fact that teachers in dividing the subject into reading aloud and silent reading, too often regarded the latter division as no part of their province. It is too often the case that pupils are especially drilled upon one or two favorite selections in the reading book until their reading becomes mere mechanical by imitation. Elocution and reading are not synonymous terms. The remedy for this defect is to increase the range of reading. Good oral reading depends upon the skill with which the reader is able to carry his eye ahead of the point where he is reading, to interpret the thought and adjust it to the preceding. This can only be acquired by extensive practice.