

approach the gist of a subject, and, by calling into play the reasoning faculties of children, cause them to think out the answers for themselves. It is the second method which seeks to develop ideas by questioning and understandingly drawing the pupil out. The third is that which goes beyond the second in so far as the ideas that have been developed are given permanent lodgment in the youthful mind by a thorough drill at the close of a recita-

tion, and it was in this that the German schools excelled. Again, the highest form of teaching aims to connect one idea with another so as to form an unbroken chain.

“There never was an idea started that woke up men out of their stupid indifference but its originator was spoken of as a crank.”—*O. W. Holmes.*

GEOGRAPHY.

It is probably not widely known that only 7 out of the 17 transatlantic cables are in use—10 having given out from various causes. Estimating the cost of each cable at \$3,000,000, here is an irreclaimable investment of \$30,000,000 safely buried beneath the ocean to a depth ranging from a few fathoms to over five miles.—*Electrical Review.*

In the study of foreign countries much can be done in connecting history with the geography recitation. The teacher's own thought and research will be his best guide as to the use of history in connection with the study of geography. If the teacher is bound to make each lesson interesting he will succeed. “Where there's a will, there's a way.” But it will not take care of itself. It requires a genuine interest, much careful study, and more tact.—*Common School Education.*

THE DISENCHANTED LAKE.

I do not wish on that isle-flowering,
fair,
Moonlighted water e'er to float again,
The ghosts of golden summers would
be there
Piercing one's heart with eyes of speech-
less pain ;

I should be listening for a starry strain
A tender voice that down the moun-
tain side

In maiden ecstasy rejoicing cried,
And on the dusk lake's smooth and
shimmering plain

In love's confiding whisper sank and
died.

They say, in no new land, by no far
shore,

Those artless accents I may hearken
more,

Who say, we nothing know—omnis-
cient they !—

That after death there breaks no
deathless day.—

I cannot read the riddle, thread the
strife,

But yet somehow the simplest faith it
seems,

The eye was made for seeing, the
mind for dreams,

The pining spirit for immortal life.

—*Joseph Truman in the London Spectator.*

APRIL 16th, 1894.

I find it pretty hard to pick up
dollars enough in these hard times to
pay for my papers and journals, but I
have taken the MONTHLY so long that
I can't very well get along without it.

Respectfully yours,

PRINCIPAL PUBLIC SCHOOLS.
Iowa.