

rockers, head rest, etc. The simple exercise, requiring so small an expenditure of time, is more far-reaching in its mental effects than one is apt to suppose at a glance. First, it cultivates the imagination or picture power, so much neglected in the wholesale education the public gives its children. A great many kinds of chairs presented themselves to the minds of the children that first day, and memory and imagination were exercised together in a rapid review of all former observations in that line. Second, it teaches to classify. The chair family was set apart and its necessities defined. Third, it teaches caution in making absolute statements. The child who confidently asserts that a tree must have "root, trunk, branches, bark, leaves—" is suddenly cut short with the question, "Must a tree have leaves?" And effort of the recollection reminds him that there are times when trees do not have leaves. A tendency to the formation of hasty generalizations thus receives correction. There is culture in this, even for the adult mind. Fourth, if continued, it imparts a ready insight into the necessities of an object, case, or problem. People are too little prone to look for completeness or to know what constitutes it. It would take too long an argument to show how this exercise may cultivate the sense of utility, the taste, the constructive powers, and even the moral nature. To distinguish between the musts and the may's is a power that lies at the bottom of artistic construction, from brevity and ornament in literary composition to the trimming of a hat. No one need fear through ignorance to engage in these little discussions. If a doubt arises it need cause no alarm. Leave the question open when it is not easy to answer it. The best teacher is not the one that imparts the most facts, but the one that stirs the most faculties to action. The greatest teachers have been those who studied with their pupils and were not ashamed to learn from them.—*N. Y. School Journal*.

SOME HISTORY STORIES for the young people may be found by the teacher. As has been said, these stories are prepared for the oldest primary children, but are equally adapted to lower grammar grades. By the use of such stories either as supplementary reading or language work the children become familiar with historical names and events and acquire a taste for historical and biographical literature.

SIR ISAAC NEWTON.—Even when only a lad, Isaac Newton showed great interest in those studies which afterward made him one of the great men of the world. One day there was a heavy wind. The clouds were black; the trees creaked; the rain poured down in torrents. "I wonder with what force the wind is blowing?" thought the boy. "Could it not be measured—this power of air in motion?" For a long time the boy sat thinking. "I have it!" he cried; and rushing out into the storm, he began jumping, first one way, then another; and at each leap, he marked the place where his feet landed, with a stone. The village folk who saw him laughed and said, "A