

ITEMS.

Teaching written language alone will never make correct talkers of children. They must be taught to *speak* correctly. How! By never letting one incorrectly spoken sentence go unnoticed in the school-room. No matter what else has to go undone, be firm in the decision that if the child speaks at all it shall speak correctly. Children can be found in the schools by the hundreds who *write* passable English and talk like heathens at recess. In the forgetfulness of play, the home and street dialect has full freedom. But there lies a concealed danger in this determination never to let the child speak incorrectly; for here may result a "nagging" habit in the teacher that will defeat her purpose. There are a good many ways to correct children without a direct attack. Their ear is not accustomed to correct forms of speech. Begin by familiarizing them with proper forms of expression. One good way is to write upon the blackboard before school, a list of sentences in common use among children (correctly written of course), and let the school read them in concert before the regular exercises of the day commence. Whenever these sentences are incorrectly used through the day, attention may be called to it by simply pointing to the blackboard.

Story telling by the children, in reproduction of a story read by the teacher, will give good results if the story teller is not allowed to proceed, after one mistake in language. All this must be done good-naturally. Not a bit of use in trying to drive or scold a child into good English.—*N. Y. School Journal*.

It is said that Doctor Arnold, of Rugby, was once asked why he spent several hours daily in his study preparing lessons which he had taught for years, and that his answer was, "I wish my boys to drink from a running stream, and not from a stagnant pool"—an answer that showed a deep insight into the conditions of all true teaching, and especially that which takes hold of the heart and life of the pupil.—*School Management, E. E. White*.

Every school child in the early part of the present century was taught to believe that there was a terrible and wonderful eddy or vortex several miles in diameter on the coast of Norway, into which ships, icebergs, whales and all the monsters of the deep were indiscriminately dragged and buried forever in the ocean's awful depths. A correspondent of the *St. Louis Republic* says: "I have been informed by a European acquaintance that the maelstrom has no existence outside the imagination of sensational

writers. A joint commission of Swedish and German nautical and scientific men recently went in search of this, the greatest bugbear of antiquity, and report themselves unable to locate it, and that the sea was perfectly smooth where the whirlpool should have been." The latest geographers barely allude to it. One marks its site upon the map, but does not mention it in his article on Norway. According to our way of viewing the subject, says the *Republic*, the maelstrom romance has been pretty effectually destroyed.

The law of true growth is one of symmetrical development. Broad insight and sympathies are entirely compatible and only compatible with the thorough mastery of any vocation. Of all citizens inimical to society, he who has been permitted to follow his mere bent from childhood is most so.

Quite apart from prospective vocation, it is in the interest of true individuality, of that freedom consonant with the laws of well regulated society, that educators contend for a general mastery of the tools of all knowledge as a necessary factor in the proper development of our youth.

He lives best who both in action and in thought and purpose, lives in conscious sympathy with all phases of human experience.

It is impossible to know all of anything without knowing something of everything.—*Dr. Lowrey*.

To give good instruction in the sciences requires of the teacher more work than to give good instruction in mathematics or the languages. The sooner this fact is recognized by those who have the management of schools, the better for all concerned.

All the science conferences protest that teachers of science need at least as thorough a special training as teachers of languages or mathematics receive.—*Report of Committee of Ten*.

The "Maine Law" was enacted first in June 2, 1851. It passed the House 86 to 40 and the Senate 18 to 10. Up to this time Maine was the poorest and most drunken state in the Union. The people drank up all their property—farms and all—every twenty years. But now, as Neal Dow says, every distillery and brewery in the state has been suppressed. In three-fourths of the state, containing three-fourths of the population, the liquor traffic is extinct. Maine is now one of the most prosperous states in the Union. Maine's share of the drink bill of the United States would be according to population \$13,000,000. One