

record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.

It seems to the writer that the above named device is an excellent one, for two very manifest reasons:

1. It compels the student to constantly compare his own performances, in both conduct and work, with his own ideal standard of excellence, and this is worth a great deal to any one, whether in school or out of school.

2. It places no inducement before the pupil to make a false report, and this gives it its immense advantage over the "self-reporting system."

Let no teacher flatter himself that this device or any other, however good, will run itself.—*Indian School Journal*.

#### The Spelling Class.

"How do you teach spelling?" asked Miss A. of Miss B., the senior teacher in the village schools.

"Well," she replied, "I think some learn to spell by sight and some by sound and some by a combination of the two. That is, we recognize the correct or incorrect spelling of a word just as we do a correct or an incorrect picture of a man. If a letter is gone in one case or an arm in the other, the picture is imperfect."

"But how does a child first come to know a correct picture of a word?" asked Miss A.

"By frequently seeing it and writing it. In reality he learns words as he learns faces."

"But are not some children very dull about perceiving and remembering exact forms?" again queried Miss A.

"There is no doubt about that," was the reply, "and also in the recognition of sounds and their proper order. Some never know one tune from another, and they easily forget the order of sounds in the spelling of a word."

"Miss B., please tell us how you have your class study and recite?"

"My grade, you know, is third year. My methods might not be adapted to higher grades, but this is what I do. I write the words on the board and have the pupils begin their study by spelling and pronouncing each word three times in concert and aloud. This is the *ear* work. Then they spend fifteen minutes in writing the words on their slates, copying from the board. This is the *eye* work. Then they recite by erasing the words from their slates and writing while I pronounce. While doing this the words upon the board are covered by a small curtain that slides upon a wire. After the spelling I

pass around and mark the misspelled words, then draw back the curtain, have the slates cleaned, and the missed words reviewed by writing them several times upon the slates, after which the pupils come to me singly and spell the words orally. Then about once a week I give for a lesson only these words that have been misspelled."—*Intelligence*.

#### Latin.

There are moments or hours in every Latin class when a little diversion is as necessary as enjoyable. At such a time a Latin joke does good service. If the pupils can translate it they have gained considerable amusement and an equal amount of Latin. A class beginning Caesar will quickly appreciate the following:

It was the custom in a certain school to give a topic each day for a Latin essay. The topic had been assigned, "Brutus, Cesare interfecto an bene fecit, aut male fecit?" One boy came in late, the dinner hour was drawing nigh, he aimed to be as brief as possible, and wrote:

"Nec bene fecit, nec male fecit, sed interfecit."

Again the story is told of Burke that once while snuffing a candle, he put it out; he aptly quoted from *Ars Poetica*:

"Brevi esse laboro, obscurus fio."

Some one, on being told that a young lady studying thorough bass, had mastered it in three weeks, said: "Nemo repente turpissimus fuit."

Poetry is a pleasant diversion, and the nursery rhymes, though they do not profess to be classic, are a delight to beginners. After a few weeks' work in Latin "O Miss Mary" can be easily translated:

"O Mea Maria,  
Tota contraria  
Quid tibi crescit in horto?  
Testae et crotali  
Sunt mihi flosculi  
Cum hyacinthino serto."

The prayer of Mary, Queen of Scots, written on the morning of her execution, is more serious, but simple to read:

"O domine Deus  
Speravi in te,  
Ocare mi Jesu,  
Nunc libera me!  
In dura catena  
In misera pocna  
Desidero te,  
Languendo, gemendo,  
Et genu flectendo,  
Adoro, imploro  
Ut liberes me."