

clubs, dumbbells, wands, etc., may be used to give more variety in the higher grades of schools.

Care should be taken by the instructors that all parts of the body receive a proportionate amount of exercise, it being the main object of Calisthenics to conduce to the HARMONIOUS DEVELOPMENT of body and mind in the course of education.

Ease and grace in attitude and movement, the dexterous use of the limbs, the healthful circulation of the blood, the increased activity of the skin, the expansion of the chest, and the increase of muscular power can, each by itself, only be considered means to the one great end.

Strength and agility are equally desirable for the average individual of either sex : so are beauty, propriety, and decency. Hence there can be no good reason for making a distinction between the exercise for boys and girls ; it is even demonstrable, that many exercises which are generally omitted in Calisthenics for girls belong to those which would prove most beneficial to them in their future maternity. Especially where a lady instructs a class of girls, it would be but necessary to apply the ordinary tact in individualizing, as temporary conditions of pupils must in all cases be taken into consideration.

The gradation of exercises must keep pace with the children's physical development ; and since this differs in the different schools and different sections of the country (for instance the Northern and the Gulf States), the exercises must vary accordingly.—*Board of Directors of the Gymnastic Seminary, Milwaukee.*

A LITTLE FALSE SYNTAX.

1. "We have no *corporeal* punishment here," said a schoolmaster. *Corporeal* is opposed to *spiritual*. Say *corporal* punishment. *Corporeal* means *having a body*.

2. "He *rose up* and left the room ;" leave out *up*, as it is absurd to say *rise down*. The Irishman who was *hoisted down* the coal pit did not observe this rule.

3. "*Set down* and rest yourself ;" say *sit down* ; *setting* is said of the sun in the west, but cannot be properly applied to a person taking a seat. "*Sit down*" is not improper, though "*rise up*" (as in No. 2) should never be used. *Sitting down* expresses the act of appropriating a chair, while *sitting up* means *sitting erect*. *Sitting up* also refers to watching during the night with the sick.

4. "This is a secret between *you and I* ;" say *you and me*. The construction requires the objective case in place of *I*, which is in the nominative.

It is in still better taste to say, "This is a secret between *you and me*."

5. "Let *you and I* take a walk ;" say, Let *you and me* or, Let *us*. Who would think of saying, Let *I* go ? The expression "Let *I and you*" is frequently heard, which contains the additional impropriety of putting the first person before the second.

6. "Thompson was there *among the rest*." This mode of expression, which is very common, literally declares an impossibility. The signification of "the rest" is, those *in addition* to Thompson, and of which Thompson formed *no part* ; he could not therefore be among them. A more correct form would be, "Thompson was there *with the rest*."

7. "The *two first* cows are the fattest," said a farmer at an agricultural fair. He should have said, "the *first two* ;" there can be only *one* that is *first*—the other must be necessarily the *second*.

8. "I prefer the *yolk* of an egg to the white ;" the more common word is *yolk*, with the *l* sounded ; but if *yolk* is used it should be pronounced like *yoke*.

9. "He is quite as good as *me* ;" say, as good as *I*. Also, instead of as good as *him*, say, as good as *he*. In both these instances *am* or *is* must be mentally supplied at the end of the phrase, to suggest the meaning ; and the pronouns should, therefore, be in the nominative case.

10. "How do you like *these kind* of pears ?" say, *these kinds* ; a noun in the singular number will not allow its adjective to be in the plural.

11. *Benefited* ; often spelled *benefitted*, but *incorrectly*.

12. "Who do you think I saw yesterday ?" say, *Whom*.

13. The following equivocal notice is said to swing out on a sign-board somewhere in the western country. "SMITH & HUGGS SELECT SCHOOL.—Smith teaches the boys, and Huggs the girls." Huggs needs correction.—*Five Hundred Mistakes Corrected.*

SPELLING.

Spell *woodderuff fee* ? was one of the orthographical puzzles of my school boy days. The initiate shouted back in sing-song tone and order :

Double-u, double-o, double-d, e ;
K-u-double-f, f-double-e !

to the great wonder and admiration of the greenhorns.

And how we *did* spell in those days !

Teacher (*Hearing spelling lesson*.) Indivisibility !

A. I, n-In ; d, i-di, Indi ; v, i, s-vis, Indivis ; i-i, Indivisi ; b, i, l-bil, Indivisibil ; i-i, Indivisibili ; t, y-ty, Indivisibility ! Screaming it out at the top of his voice.

Teacher. Circumnavigation !

B. C, i, r-Cir ; c, u, m-cum, Circum ; n, a, v-nav, Circumnav ; i, i, Circumnavi, g, a-ga, Circumnaviga, t, i, o, n-tion, Circumnavigation. And then the blunderheads and impibuses !

Teacher. Aaron !

C. Big A ; little a, r, o, n-ron, Aaron !

Teacher. Sharon !

D. Big Sha ; little sha ; r, o, n-ron, Sharon !

Switch. Whir-r-r-ra ! Whir-r-r-ra ! Whir-r-r-ra !

D. Boo-hoo-hoo-hoo !

Teacher. Excavate !

E. E, x-Ex ; c, a-ca, Exca ; v, a, t, e-vate, Excavate !

Teacher. Define the word !

E. To *holler* out !

Teacher. Use it !

E. The baby *excavates* when he gets hurt !

Switch. Whir-r-r-ra ! Whir-r-r-ra ! Whir-r-r-ra !

E. Boo-hoo-hoo-hoo !

Teacher. Forefather !

F. F, a-Fa ; t, h, e, r-ther, Father ; One father : F, a-Fa ; t, h, e, r-ther, Father ; Two fathers : F, a-Fa ; t, h, e, r-ther ; Father ; Three fathers : F, a-Fa ; t, h, e, r-ther, Father ; Four fathers.

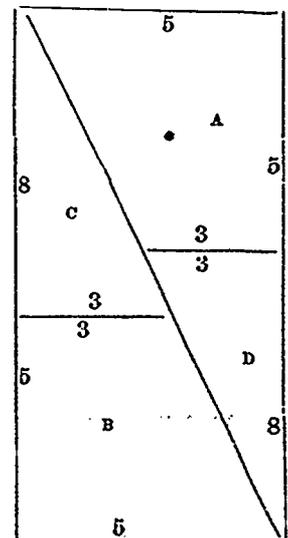
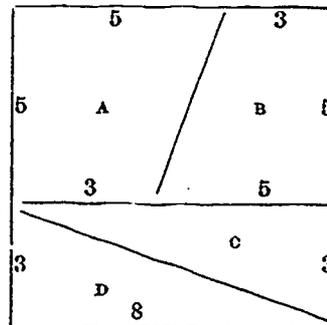
Switch. Whir-r-r-ra ! Whir-r-r-ra ! Whir-r-r-ra !

F. Boo-hoo ! I don't—Boo-hoo ! See how—Boo-hoo ! a man can have—Boo-hoo ! four fathers—Boo-hoo ! any more—Boo-hoo ! than four mothers !—Boo-hoo-hoo ! But that is the way to spell four fathers. Boo-hoo-hoo-hoo !

And so on—to the end of the lesson and throughout the term.

Oh ! those days, those days, these days of *blue-backs*, *hickories* and *chinquapins*—of *toeing lines* and *turning-down* and *going-up*—of *fears* and *tears* and *hardships*, which have all long since been erased from memory's tablets—of *love*, and *fun* and *play* and *study* and *innocent mischief*, which will ever live in sweetest green and freshness.—*John M. Richardson, in Barnes' Educational Monthly.*

A MATHEMATICAL PUZZLE.



Cut out a piece of pasteboard just 8 inches square. Of course it contains just 64 square inches. Now cut into 4 pieces, as indicated by the following diagram. Cut carefully, with as much accuracy as possible. Now replace these four pieces as indicated by the next diagram. This arrangement of the pieces gives a parallelogram 5x13 inches, which, of course contains 65 inches. Where is the fallacy ?—*N. E. Journal of Education.*