

however learned in his science or art, who did not know the difference between good English and cheap colloquialism should be regarded as disqualified. If one could be sure that every instructor in college possessed a thorough discrimination in this regard, the chair of rhetoric might safely be left vacant. Indeed, such a vacancy would be eloquent in its witness to the important educational truth that English literature and the power of writing do not form a monogamous union.

Beginning Spelling

The first step toward good spelling is observation of forms in general. The early lessons in drawing tend toward correct spelling. Busy-work which involves assorting, grouping, and comparing different shapes and sizes of cardboard figures, or selecting from unassorted material, words which have been learned, tends to develop this power. I have found it interesting as well as helpful to ask the pupils, during the first week of school, to copy upon paper an arrangement of different forms upon the slate or board. The exercise should be repeated after a month's study, and the results compared. They should show marked improvement in seeing-power.

The second step is copying words or sentences from the board. Here is the source of many wrong habits, where good habits should begin. Carelessness, indifference, or inattention allowed in this exercise develops into a hampering weight which is with difficulty removed in later years. The work should be carefully inspected, and accurate copying secured from the first. Here should begin, also, the habit of seeing accurately the first time the attempt is made. To ensure this, the teacher should write the word upon the board, the children should study it attentively a moment and then the word should be written from the mental picture obtained,—the form upon the blackboard having been erased.—*N. Y. School Journal.*

Even grammar would be more interesting if it were made more literary and more poetical. The very examples may be borrowed from beautiful verses or phrases from the best writers; they may thus represent real works of art, and the child will very soon acquire a sense of style, *i. e.*, beauty of form. He will read these verses again and again, and each will be associated in his mind with some rule of language. He will see why a certain phrase from Bossuet or Pascal is considered fine, and that even the correctness of this phrase, its grammatical logic, and its conformity with the genius of the language, are the basis of this literary beauty.—*Alfred Fouillee.*

Keeping In.

Many teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that is the only way to punish the first, to get knowledge into the second, and to cause the third to be punctual. It is done conscientiously; it is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan?

To this it may be answered distinctly, no. The teacher has been there long enough, and so has the pupil. Only now and then should the teacher and pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises—this voluntary. Only in the first case is it to be involuntary.

But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable.

But the objection against "Keeping in" is that it fails in its object. When it is done as a punishment, the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use this method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.—*N. Y. School Journal.*

To Walk Properly.

Lippincott's Magazine says: Stride out to your full measure, but don't try to go beyond it; and try not to fall short of it as you go on. Keep the knees as straight as you can conveniently, and this will oblige you to rise on the ball of the foot behind at each step. The calf of the leg is a valuable element in walking, and yet many walkers, by throwing their weight upon the knees and the muscles of the front of the upper leg, lose the push and spring of the calf altogether. Such men habitually stand with knees bent, like a "sprung" horse, and only straighten the knees by an effort. The arms should swing freely, the head should be up and the chest expanded; breathe deep and breathe slow. Few people walk right; yet it is an easy thing to learn, and when it is learned you can walk farther, faster and more enjoyingly than if you do it wrong.