

through that boy's soul when his whole mind was struggling with correct pronunciation! The already acquired power of talking is one great means of learning to read; this means is entirely lost when it is made the end. *Learning to do by doing* finds here its tremendous force. Learn to get thought by means of printed words — by getting thought by means of printed words, and use all else, that should be used, as means. Would you ever correct a pupil who mispronounces a word in reading aloud? Yes, very often I would. But whenever the correction turns his attention away from the thought, I should not make the correction. Simply pronouncing the mispronounced word by the teacher is generally sufficient for the time.

Most teaching of elocution consists in trying to correct faults acquired by bad teaching in primary schools. Listen to the merry voices of children on the playground, and then listen in the schoolroom! The greatest elocutionists have discovered the true principles by observing little children. A defect in articulation can be cured by following exactly the process by which a child learns to articulate. Listen to the voices of children, what emphasis, what melody, what harmony! Should teaching ruin those voices? Has teaching ruined voices? Who speaks first? By following nature the child has learned to talk well; by the devices of man he reads abominably. *Never allow a child to read a single sentence unnaturally.*

NOTES FOR TEACHERS.

HISTORY is the preserver of good deeds and the avenger of bad.—*Pliny.*

GEOGRAPHY and history prepare for philosophy its most valuable materials.—*Herder.*

PHILOSOPHY, superficially studied, leads away from God; profoundly studied, back again to Him.—*Bacon.*

IN anger nothing can be done judiciously, and therefore no ill-will should be mingled with reproof.—*Cicero.*

SECONDARY scholars are serviceable to a school in many ways, especially in calling a halt in the too rapid march of explanation. Bright scholars see the point of a lesson without appreciating its details, and can make a good recitation on the leading features without being in possession of the finer points upon the knowledge of which alone thoroughness depends. When,

therefore some semi-dull child acknowledges that he does not understand, explain to him kindly, knowing that therein you are of equal service to the better scholars.—*Am. Reader.*

THE vital fact in teaching, says Prof. E. E. White, is the teacher. There are five elements in teaching. Control comes first from power, which is inborn; then there is a personal magnetism. The first element in teaching is good scholarship, competency, which begets confidence on the part of the pupil; second, skill; third, heart-power, love for the pupil, and love for the work; fourth, backbone, will-power,—a good article anywhere; it always tells in a school. Manage a spirited boy as you would a spirited horse; keep a steady line and a still whip. Fifth, good eyes and good ears, soul-sight; a blind teacher is a great disadvantage in the government of children.—*Central School Journal.*