

ing classes stand in rows and take turns in guessing at the spelling of words in which they are not interested. As a school exercise nothing more senseless could be devised. No one ever did learn to spell in this way. No separate text-book in this subject is needed, and none can be used below the upper grammar grades without great injury. It is believed that these opinions are in harmony with the thought and experience, but not the practice, of the educational world.

How shall we teach spelling? Children learn to copy all the words they learn to read during the first months in school. Later they learn to copy into script the printed words in their reading lessons. As a third step, they learn to write lists of well known words and easy sentences from dictation. During the recitation hour, they pronounce over and over the list of words in their readers. With books open, they name the letters in these words. They sound these same words and cultivate accuracy in pronunciation. They write little statements in which they use these familiar words. The teacher calls special attention to difficult, unphonetic words and teaches the children to spell them. As pupils progress, they learn to spell the new words in all lessons. They write much, and learn to consult their dictionaries for the spelling of words. They learn to spell by spelling. The teacher takes little time in examining the pupils, one at a time, in spelling, but much time in actually teaching them to spell.—*Midland Schools.*

THE USE OF ONLY.—There is perhaps no English word that offers greater difficulty to writers than the little word "only." Our grammars and rhetorics have addressed themselves assiduously to the task of formulating rules for its use, but with doubtful success. The Standard Dictionary gives half a column to "only." Its remarks are so novel and radical that it cannot be unprofitable to publish the following extracts:

"Rules for the correct use of *only* are chiefly instructive as showing the present impracticability of reducing English usage to rule. In general, any position of *only* that results in ambiguity of reference is of course faulty. Yet in the writings of even the best authors the word may be found in every possible position with reference to the words it is meant to restrict, and considerations of rhythm or euphony