

knowing it, but not without the congregation being quite alive to it, and the remembrance of a scene outliving every other effect of his discourse.—*Blackwood's Magazine*.

He was a wise and understanding teacher who confessed this bit of experience: "I began teaching by thinking I was conferring a great honor upon somebody. I ended by feeling that a great honor had been conferred upon me. For in teaching others I myself learned a still better way, and found out my great ignorance of many things. My real success as a teacher dated from the time I found out that my class was of more importance to me than I was to my class."

Education is not the accumulation of facts and formulæ, as dry goods are stored in a warehouse, anymore than the Church is composed of the conveniently-arranged heaps of stones in which men worship their Creator; it is the clothing of men's minds with a shield from ignorance, whilst full play is allowed for the exercise of their trained wills; and it is the training of those wills to do what the trained mind and the skillful hand shall find to do, and do it with all their might,—might being power of knowledge and power of execution, expressed in one strong word,—that constitutes a real and practical education, in which the known and the possible unite to form the practically-educated man.—PROF. WALTER SMITH.

SUGGESTIONS ON SPELLING.—1. When a lesson is assigned, the words should be distinctly pronounced by the teacher, and repeated by the pupils before they are required to study the lesson.

2. In the recitation in oral spelling, pupils should be required to divide the words into syllables.

3. Each lesson should be repeated, by carefully writing the words on a slate or on paper.

4. To teach the correct use of words, let sentences be written containing each word in the lesson.

5. Let the pupils form as many derivatives and compound words as they can from the lesson assigned.

6. It is recommended that the teacher frequently vary the exercise, by selecting words out of their regular order, which

illustrate the rules or principles of orthography.

7. In such words as "subject," "object," "use," "abuse," etc., the teacher should discriminate between the noun and the verb, giving one or both, according to the capacity of the pupils.

8. It may be objected that the directions here given require more time than is allotted to the spelling exercise. But it is now generally admitted that the elements of grammar and composition are best taught in this way; and if the time usually allotted to them be added to that of the spelling exercise, it will be ample.

Many methods of varying the exercise will suggest themselves to the ingenious teacher. The sentences containing the words of the spelling lesson may be changed from the declarative to the interrogative form, pronouns may be substituted for nouns, plurals for singulars, and singulars for plurals, the passive for the active forms of verbs, the different modes and tenses of verbs, etc. These spelling exercises should keep pace with the pupil's attainments in grammar.

WHAT A TEACHER SHOULD AND SHOULD NOT BE.—The School Superintendent of Dodge county, Wisconsin, incloses a copy of the following in each certificate he issues:—

A Teacher Should

Labor diligently for self-improvement.
Thoroughly understand what he attempts to teach.

Prepare himself for each recitation.
Require prompt and exact obedience.
Call on pupils promiscuously, as a rule.
Ask the most important questions, though not found in the book.

Teach both by precept and example.
Manifest an active interest in the studies of his pupils.

Make the school-room pleasant and attractive.

Make few rules except this one—**DO RIGHT.**

Avoid governing too much.
Let his pupils see that he means what he says.

Take good care of his health.
Teach the subject, not mere words.
Visit the schools of others.
Read some good educational journal.
Attend teachers' meetings.
Have complete control over himself.