

end of the line has been reached. In a similar manner divide the lower line by the aid of a scale. Repeat, changing, from time to time, the distances marked off.

4. Draw on the blackboard a horizontal line of any length. Halve it. From the point of division, draw a vertical line upwards, equal to one-half of the horizontal line. Extend it the same distance below. In each of the four angles thus formed, draw two oblique lines, each line starting from the point of intersection, and each equal to one-half of the horizontal line. Test them by applying the scale. Now divide each, by judgment of eye, into halves and thirds, and then test the result by actual measurement. This will train the eye to judge distances along lines having different directions.

Having first shown your pupils what you desire to have done, by doing it yourself on the blackboard, frequently require each of them to do the same on the blackboard. Do not, however, confine this drill to the blackboard, but also use the slate and practice-paper. When using the latter, direct the class, causing all to do the same thing at the same time. As circumstances require, you will, of course, vary the length of the line to be drawn; making it inches on the slate, or paper, rather than feet, as on the blackboard.

### SCHOOL GOVERNMENT.—(Continued.)

FROM BALDWIN'S "ART OF SCHOOL GOVERNMENT."

VI. CONFIDENCE IS THE SIXTH ELEMENT OF GOVERNING POWER.—This is a noble trait, and its influence is unbounded.

1. *Confidence in the Loving Father.* He orders all things well. An abiding trust in the Supreme Ruler gives the teacher a dignity and a power that nothing else can give. In the dark hours of trial confidence in God sustains and nerves for victory. The Father takes note of the earnest work of the humble teacher.

2. *Confidence in the Pupils.* He who would so govern as to elevate, must trust. Children and men generally do about as they are expected to do. Trust your pupils, and they will seldom betray the trust. Suspicion is only worthy of fiends, and it breeds offenses, treachery, and crime.

3. *Self-Confidence.* This does not mean an overweening egotism. Inordinate self-esteem is a barrier to success. "He thinks he knows it all," "He is stuck up," etc., etc., are expressions frequently applied to teachers, and unfortunately with too much foundation. No class of workers is more exposed to the malady in question. The teacher needs to guard against egotism in every possible way. Remember that modesty is the virtue that society most esteems.

*Self-Confidence* means a well-grounded assurance that you can do what you undertake. It must be based—(1), on good scholarship; (2), on a profound study of child-nature; (3), on a practical knowledge of school management. Without confidence, failure is almost certain; with it, the teacher is commander of the situation.

Let there be a general confidence everywhere. Confidence by the teacher. Confidence between teacher and pupil. Confidence between parent and teacher. Confidence on the part of the community.

VII. POWER TO PUNISH JUDICIOUSLY IS THE SEVENTH ELEMENT OF GOVERNING POWER.—Punishment, as an educational means, is essentially corrective. Its object is to lead the pupil to see and feel his fault, and correct his wrong-doing.

1. In the proportion that the teacher possesses the other elements of governing power, the necessity for punishment becomes less and less; but no teacher need expect to be able to succeed without at times inflicting punishment.

2. *The Art of Punishment* is a rare accomplishment. It means

the ability so to punish as to increase the pupil's respect and love for you, and at the same time to awaken in him a resolve to forsake the wrong and do the right.

VIII. CULTURE IS THE EIGHTH ELEMENT OF GOVERNING POWER.—Culture of mind, culture of manners, and culture of voice vastly augment one's power to govern.

1. *Culture of Mind.* Thorough scholarship commands respect. We honor men and women with well-developed and well-stored minds. The ignoramus is despised, and soon comes to grief.

2. *Culture of Manners.* The teacher is a model. Pupils tend to become like their teachers. Hence, our teachers should be refined ladies and gentlemen. The coarse, ill-mannered, dowdyish teacher not only fails to govern, but also becomes a positive influence for evil.

3. *Culture of Voice.* The human voice is the great instrument both for instruction and government; yet the elocution of the school-room is often most abominable. No wonder we have so few good readers and speakers! The following directions may be safely followed:

1. Don't talk much. Eternal talkers are a fearful nuisance, and, as teachers, are usually great failures. 2. Use the right word and right tone. Loud, harsh, monotonous talking incites to disorder. Remember that "words fitly spoken are like apples of gold in pictures of silver." 3. Never scold. Nothing else so tends to sour you and render you hateful to your pupils.

4. *Practice what you Teach.* Good manners and a pleasing elocution are very important parts of an education, and their possession wonderfully increases the teacher's power to govern.

The best governed schools are often found in charge of girls under twenty years of age. Gentle manners, with a low, earnest voice, largely explain the mystery. Rough, double-fisted men are no longer selected to master the bad boys.

(To be continued.)

### CAN YOU SPELL?

Poor spelling is a common fault among Americans. The English language is so far from phonetic that study and care are necessary in order that one may become an accomplished speller. As teachers in our higher schools are looking around for a suitable test in their coming Spring examinations, we publish the following ridiculous compilation of difficulties:—

"The most skillful gauger I ever knew was a maligned cobbler, armed with a poniard, who drove a peddler's wagon, using a mullein-stalk as an instrument of coercion, to tyrannize over his pony shod with calks. He was a Galilean Sadducee, and he had a phthisicky catarrh, diphtheria and the bilious intermittent erysipelas. A certain sibyl, with the sobriquet 'Gipsy,' went into ecstasies of cachinnation at seeing him measure a bushel of peas, and separate saccharine tomatoes from a heap of peeled potatoes, without dyeing or singeing the ignitable queue which he wore, or becoming paralyzed with a hemorrhage. Lifting her eyes to the ceiling of the cupola of the capitol to conceal her unparalleled embarrassment, making a rough courtesy, and not harrassing him with mystifying, rarefying and stupefying inuendoes, she gave him a conch, a bouquet of lilies, mignonette and fuchsias, a treatise on mnemonics, a copy of the Apocrypha in hieroglyphics, daguerrotypes of Mendelssohn and Kosciuszko, a kaleidoscope, a dram-phail of ipecacuanha, a teaspoonful of naphtha, for delectable purposes, a ferrule, a clarinet, some licorice, a surcingle, a carnelian of symmetrical proportions, a chronometer with a movable balance wheel, a box of dominoes and catechism. The gauger, who was also a trafficking rectifier and a parishioner of mine, preferring a woollen surtout (his choice was referable to a vacillating, occasionally-occurring idiosyncrasy), wofully uttered this apothegm: 'Life is