

## PUBLIC OPINION.

TU QUOQUE.—A correspondent writes as follows.—“A few days ago I was collecting exercises in my classroom. One of my pupils, a well-mannered lad, threw his paper carelessly along the desk towards me without thinking. I made a scarcely perceptible pause; he felt my look, picked up the exercise and handed it to me. After a brief inspection, I, noting some trifling omission, tossed it rather contemptuously back, with a curt command for correction. The moral of the incident struck me at once. I had been, momentarily, annoyed by the boy's want of respect, and an instant after I gave him a striking object lesson in rudeness.” We insert this note because it seems to us quite possible, as our correspondent suggests, that the bad manners or even impertinences which trouble the irritable and over-wrought master may be in point of fact only the result of his behavior to the boys.—*The Journal of Education, London.*

VERTICAL WRITING.—Vertical writing is a renaissance. For many years, especially in English-speaking countries, it is a notable fact that it has been steadily on the increase, though little taught in the schools. Wherever absolute legibility is required in national and state capitals, in governmental departments, in offices where valuable records are kept and must be accurately and legibly transcribed, in England and our own country, it is being more and more insisted on that the handwriting shall be vertical. In banks, in the offices of the great railway, insurance, and commercial corporations, in telegraph offices, where actions at law are founded on errors in transmitting and receiving important messages due to slovenly writing,

in all the chirographical centres, vertical writing has been gradually shaping and changing the handwriting of men who have for many years been writing the old way. In many, many instances the question of preference as between two applicants for the same place has been determined in favor of the vertical writer, and upon that sole acquisition.—*The Journal of Education, Boston.*

WORTH OF INEXPERIENCE.—A blessed thing is inexperience. It is that which brings the failures that educates. It brings the successes which comes through daring to do that which experience might have made us afraid to do. An eminent scientist speaks of his boyhood as a time when he was “endowed with that splendid courage in attacking any and every subject which is the blessed compensation of youth and inexperience.” There are times when the caution learned by experience is the all-essential factor in success, and there are times when the wild onrush of inexperience means conquest. One who is inexperienced in teaching may prove himself the successful teacher of a class that has baffled the experienced wisacres. A young girl will often find her way to the heads and hearts of little children more surely than the staid methods of old experts.—*The Sunday-School Times.*

SCHOOL COMMITTEE.—In our reaction from the old system of public exhibition or examination days we have missed one real advantage which they had, namely, that they brought parents into the school-room, excited their interest, and gave pupils a tangible proof that their elders regarded education as a matter of importance.—*Arlington, Mass.*