

for whom the lesson is intended is present ; but do not, for one minute, let him think that you mean him when you refer to the custom of interlarding conversation with profane, vulgar, or even low-toned remarks ; and if you have a rude or hoydenish girl whom you would see cultivating the milder graces, don't single her out as a target for either your sarcasm (I hope you are not so destitute of remedies as ever to need that—except perhaps in the case of some “ smart Alec,” upon whom all other things have failed) or for your homily on good breeding ; but show generally, and her incidentally, the difference between real refinement and that which is only an occasional veneer—which like other veneering will crack and fall at a blow.

Third, raise your standards, and level your school up to them by use of their own love for the good, the pure, the true, the beautiful.

Fourth, if general teaching slides off the very ones for whom you are making the special efforts, try private conversations, not necessarily mentioning what you know of the child's private character, but urge him to loftier heights of thought and practice ; stimulate his ambition to be among the first and best, and show that he cannot really do this without care and application, and by filling his mind with what is good there will be little opportunity for the other element to prevail.

And, *finally*, at any expense of time and trouble, get his confidence ; for without this you are working in the dark. —*The New Education*.

TEACHING SPELLING.—What about spelling ? It is the observance of the arbitrary usage of writers of English as to the arrangement of letters in words. This usage is without reason, so that he who thinks least spells best. Only memory of mechanical symbols is involved in learning to spell. As a separate branch of study and test of culture, spelling has long been an educational fetish. Time was when it occupied a chief place in the programmes of all elementary schools, and yet the spelling of the older generation among us is certainly not above criticism. The children of to-day spell better. This fact is undoubtedly due to the very large amount of written work now done in all schools. We must teach spelling. We must teach it systematically and persistently. But it is not taught by putting spelling books into the hands of children and hav-