

Spelling.

Exercises which tend to make the senses alert and observation keen will help the spelling. Short, intense application will do more than long, unguided, thoughtless study. A few suggestions may prove valuable:

1. The spelling lessons should be short, and should cover words that the class misspell and consequently need to study.
2. Require the pupils to prepare themselves to announce short word-lists from memory, in the daily spelling test.
3. Write words upon the blackboard and conceal them by a map; then show several words at a time for a short interval, and require them to be spelled.
4. Teachers should always have the words pronounced correctly by the class before independent study. They should not fail to note words which individuals seem to misspell, because incorrectly heard, and make those pupils sure of the correct pronunciation.
5. The spelling exercise for test should frequently be oral, in order to test quickly with many words, and to reinforce the correct memory by immediate corrections of misconceptions.
6. Advantage should be taken of the interest which arises from contests in spelling.
7. In dictation exercises announce the word or sentence, but once, distinctly. The pupils should be able to fix their attention strictly upon the work in hand.

Oral spelling will in all cases take account of syllables. In primary grades, at least, the syllables should be pronounced separately as spelled, and combined into the complete word. In discussing the meaning of words, call attention to stems, prefixes, and suffixes, and make use of word analysis. Draw attention to words having the same root, and to the variations in meaning caused by the prefixes and suffixes. In primary grades where the spelling book is not used, have the children write the list of words in their written spelling books, and preserve them for review. In more advanced grades preserve in the same manner the misspelled words occurring in the written work.—*Philadelphia Teacher*.

Does this mean your school? A mother once said that her children since they began to go to Miss —, were more careful to help her about the house. They were more careful, too, about their health and behavior; they were particular about ventilating their rooms; the boys removed their hats and saw that their shoes were clean before entering the house. They were more interested in their lessons, and brought no complaints home about their teacher,

Public Schools.

In one respect, our common, public schools differ essentially from all the select, parochial or boarding schools. This is in the fact that their students come from all grades of society, from all political parties, from families of all religious creeds, including those of no creed. And in these schools, where properly managed, all pupils stand on precisely equal footing, all enjoy exactly the same privileges, and all are subject to the same restrictions. The ideal public school is the most thoroughly democratic institution known to this democratic country.

Now, to many people, this is the greatest objection to the public schools; and the objection is due to a variety of reasons, some social and some religious. But to my mind, this feature is what makes the common, public school the only school just fitted for the training of children in a country such as ours, although I am free to grant that there is some reason for the other opinion. If a school is a preparation for life, or as some are fond of saying, in these days, is a life in itself, then it seems clear that in the common, public school the conditions of that life are more nearly like those which will obtain in after life than they can be in any other school.

Some parents feel that, in other schools, their children may be better shielded from certain temptations than they can be in the public schools. This may be true. But the very important question recurs, "To what extent is it desirable to shield children from temptation?" This is a large question, and I shall not attempt to give it a full discussion here. I will only say that, if it were possible to shield a child completely from every temptation until his majority, such a course would be the worst possible to fit him for living uprightly in such a world as this. If he is ever to be good for anything he must learn to stand on his own feet, even if he experiences some falls in the learning. Innocence may exist within a hedge, but virtue can be developed only where it is tested. And no virtue is worthy of the name unless its source is from within rather than from without.—*School and Home Education*.

I have found nearly all children rather keen to know about natural and astronomical things. They do not always care for machinery. Boys sometimes care about such things as a bicycle or a pump, but girls hardly ever do. They may easily be made tired with science teaching of an unwise kind, but, if they are initiated in a kind of science which children ought to be interested in, then it is wholesome training for them all. I do not believe in having schools where boys having an aptitude for science shall learn nothing else, and schools where boys who have an aptitude for letters shall have nothing but a literary education. I do not agree with premature specialization.—*Sir Oliver Lodge, F. R. S.*