

role of teacher for the three weeks' role of pupil is in itself a rest for most minds. If the studies taken up are not too laborious, the teacher finds that "exchange of work is play." Then, when the summer school closes, there are still several weeks for absolute rest, the pleasure of which is enhanced by the consciousness of advantages enjoyed at the proper and only possible time.—*N. Y. School Journal*.

Tact in Governing.

Tact does not treat an entire class to a five-minute scold simply because one pupil has not done his work. When one boy is noisy or frivolous, tact does not attract the attention of a dozen industrious ones by a rasping reproof. Tact, having learned that silence is the surest cure for disorder, fixes his eye on the culprit and quietly awaits for him. During change of classes, or at any other odd moments, tact never lets go the reins, for he well knows the value of an ounce of prevention. Tact has few rules, but those he has strictly enforced. Tact makes conviction the foundation of obedience, but strengthens obedience by authority. "Underneath his silken glove there rests the hand of steel." Tact studies the good points of his pupils, and always aims to touch the lever that puts into operation the best that is in a boy; and as carefully avoids all necessary conflict with the bad that may be in him. Tact always does himself as much as he demands of his pupils—puts neat work on the blackboard, never lounges, always speaks distinctly. Tact accords the same respect to his pupil's rights as he expects for his own. Tact is constantly increasing his knowledge of the subjects taught and improving his methods of presenting them. He thus brings live blood into every recitation, and does much towards removing the dull monotony that is likely to accompany routine work. Tact puts himself in good humor by taking note that the great body of his boys and girls are earnest, studious, and well disposed. This keeps him from wasting nerve and patience in fretting over the one dull, lazy, or refractory boy that is pretty sure to be found in every school.—*School News*.

No summer school has much value that does not require study. Teachers are not sponges, absorbing knowledge without personal effort. Hearing is one thing, thinking something else. Thinking requires effort, and effort means work. No teacher can go to a summer school and have a "good time" and nothing more.—*School Journal*.

Be punctual. You cannot enforce punctuality on others unless you set an example of it yourself.

Spread of the English Language.

At the opening of the present century there were, in round figures, 20,500,000 people who spoke the English language. They were chiefly in England. We were only a few millions in America. The French speaking people at that time numbered about 31,500,000, and the Germans exceeded 30,000,000. The Russian tongue was spoken by nearly 31,000,000 and the Spanish by more than 56,000,000.

The French speech is now used by 50,000,000 people, the German by about 70,000,000, the Spanish by somewhat more than 40,000,000, the Russian by about 70,000,000, the Italian by about 30,000,000, and the Portuguese by perhaps 13,000,000. The English language has enormously outgrown its competitors. It is used by nearly twice as many people as any one of the others, and its relative growth is sure to continue.

North America alone will soon have 100,000,000 English speaking people. There are 40,000,000 in Great Britain and Ireland. Australia will, a generation hence, have as many English people as England now has.

A Few Misused Words.

ALLUDE to, vulgarism for *refer to*, or *mention*; *e. g.* "the letter you allude to" though you have alluded to nothing, but have told your story straightforwardly, without hint or innuendo of any kind.

ALONE, for *only*, as, "I am not alone bound by honor."

AMONG, as: "He was there among the rest," for "was in the company," or "was with the rest."

AS, for (*i. e.*) *so* is almost universal. The rule is that the double *as* should be employed only when there is direct comparison. The most prevalent misuse is in connection with *soon*: (*II.*) for *that*, as: "I don't know as they do."

BE, means solely state, existence; but of all vulgarisms the most common is to use it to indicate motion; and, as a verb of motion naturally takes to after it, the confusion about the proper use of *be* induces a corresponding misuse of *to*, where no idea of motion is intended to be conveyed. "I have been to New York" is in no case right, but it is used in two senses: (1) "I was in New York; (2) "I went (or have gone) to New York." Many persons who do not say, "I was to Boston," find "I was *up* (or *down*) to Boston," unobjectionable; and others, who would not say, "I shall be to the theatre this evening," invariably say, "I have been to church this morning." "Pretty as she can be" is used as an emphatic phrase, whereas we