

the varied application of these principles in the practice schools. After the student has found out what is already known he is prepared for original investigation and discovery. Not before.—*President, G. P. Brown, in Indiana School Journal.*

"ENGLISH AS SHE IS WROTE."*

I.—BY THE INACCURATE.

In the account of an inaugural ceremony it was asserted that "the procession was very fine, and nearly two miles long, as was also the report of Dr. Perry, the chaplain."

A Western paper says: "A child was run over by a wagon three years old, and cross-eyed, with pantalets on, which never spoke afterward."

Here is some descriptive evidence of personal peculiarities:

"A fellow was arrested with short hair."

"I saw a man digging a well with a Roman nose."

"A house was built by a mason of brown stone."

"Wanted—A room by two gentlemen thirty feet long and twenty feet wide."

"A man from Africa called to pay his compliments tall and dark-complexioned."

"I perceived that it had been scoured with half an eye."

A sea-captain once asserted that his "vessel was beautifully painted with a tall mast."

In an account of travels we are assured that "a pearl was found by a sailor in a shell."

A bill presented to a farmer ran thus: "To hanging two barn doors and myself, 4s. 6d."

A store-keeper assures his customers that "the longest time and easiest terms are given by any other house in the city."

Here is a curious evidence of philanthropy: "A wealthy gentleman will adopt a little boy with a small family."

A parochial report states that "the town farmhouse and almshouse have been carried on the past year to our reasonable satisfaction, especially the almshouse, at which there have been an unusual amount of sickness and three deaths."

A Kansas paper thus ends a marriage notice: "The couple left for the East on the night train where they will reside."

In the account of a shipwreck we find the following: "The captain swam ashore. So did the chambermaid; she was insured for a large sum and loaded with pig-iron."

II.—BY CORRESPONDENTS.

From an Indian school-boy:

"Benevolent Sir: The wolf of sickness has laid hold on the flock of my health."

From an Indian clerk:

"Sir. Being afflicted to the stomach and vomiteng I am sorry I cannot attend to office to-day."

From a Canadian lady to eligible gentleman:

"Dear Mr. B. I, Mrs. Wigston, wish you would call on my daughter Amelia. She is very amusing and is a regular young flirt. She can sing like a hunny bee and her papa can play on the fiddle nicely and we might have a rare ho-down. Amelia is highly educated, she can dance like a grass-hopper looking for grub and she can make beautiful bread, it tastes just like hunny bees bread and for pumpkin pies she can't be beat. In fact she's ahead of all the girls and will make a good wife for any man."

"Yours truly

"Mrs. Wigston.

"Bring your brother."

* From "English as She is Wrote," a little work published by George Routledge & Sons.

III.—BY THE EFFUSIVE.

Professor Huxley is credited with the assertion that the primrose is "a corollifloral dicotyledonous exogen, with a monopetalous corolla and a central placenta."

A reporter with a large imagination, writing about the decoration of a church at a fashionable wedding in this city, said that "the church was ensconced in flowers."

A scientific writer defines sneezing as "a phenomenon provoked either by an excitation brought to bear on the nasal membrane or by a sudden shock of the sun's rays on the membranes of the eye. This peripheral irritation is transmitted by the trifacial nerve to the Gasserian ganglion, whence it passes by a commissure to an agglomeration of globules in the medulla oblongata or in the protuberance; from this point, by a series of numerous reflex and complicated acts, it is transformed by the mediation of the spinal cord into a centrifugal excitation which radiates outward by means of the spinal nerves to the expiratory muscles."

The school committee in Massachusetts recommend exercises in English composition in these terms:

"Next the pleasure that pervades the corridors of the soul when it is entranced by the whiling witchery that presides over it consequent upon the almost divine productions of Mozart, Haydn, and Handel, whether these are executed by magician concert parts in deep and matured melody from artistic modulated intonations of the finely cultured human voice, or played by some fairy-fingered musician upon the trembling strings of the harp or piano, comes the charming delights we experience from the mastery of English prose, and the spell-binding wizards of song who by their art of divination through their magic wand, the pen, have transformed scenes hitherto unknown and made them as immortal as those spots of the Orient and mountain haunts of the gods, whether of sunny Italy or of tuneful, heroic Grecco."

NORMALS—WHO OUGHT TO ATTEND?

I answer that I do not believe that any person who expects to teach a term of school can afford to lose the benefit to be derived from attendance at the Institute when it is brought within convenient reach.

This applies to both old and young teachers, but for different reasons.

The teacher with little or no experience needs to learn first that there is a difference between learning and teaching. To him the Institute opens a new line of ideas.

It shows him how to look from the standpoint of the teacher at the same subjects which he has hitherto considered only from the standpoint of the learner.

How to teach, is made more prominent than how to learn, or what to learn.

It would be a wonderful benefit to the schools of our country if all our young teachers could attend at least three Institutes before attempting to teach. That would give them time to think over methods of teaching and principles of school management, and in that way to become better qualified for the work when they begin. There would be fewer failures in government and methods.

The older and more experienced teacher needs to attend for two reasons. First, because the Institute needs him. It needs his experience, and he can be of great help to those with less experience; secondly, because it will improve his own work. He is liable to fall into ruts, and unless occasionally stirred up he is apt to fall behind the times.—*Central School Journal.*