

be indistinct nor too loud, to be noisy. Voice culture gives great compass and charm to style, and admits of such variety of cadence and force, as will fitly express joy, grief, anger, love or other emotions ;

4. Emphasis. This is the forceful utterance of distinct or contrasted words, to make obvious the meaning of the text, and can only be rightly used when the reader perfectly understands the sentiment of the author.

PRACTICE OF TEACHERS IN ELEMENTARY SCHOOLS.

Convenience suggests reading as a basis of easy classification. With our graded text-books, pupils in alphabet primer and No. 1 may represent Standard I; those in R. 2, R. 3, R. 4, &c., similar or corresponding standards. Standard I, and any other requiring this, may be divided into three sections. Each standard will have exercises in reading, spelling, writing (or printing), figures, &c., adapted to each, in order to give variety, suitable employment according to time-table, and healthy all-round gradual development.

Method—Kindergarten modes of teaching children, from objects and in a manner according with child-life, are prized highly and recommended.

In Alphabet, teacher, by use of letter-cards or blackboard, may direct attention of class to letters, with the names or sounds of which they are familiar, or whose forms are simple and striking. Such are O, I, A, U, T, G, P, S, X, and to help memory, they should be taught to print them on slates or blackboard. Do not attempt too much in any one lesson, so as to weary. Teach little by little; but, by needful repetition and review, keep in mind, what is worth doing, is worth doing well.

Easy words—Read and then spell is the order preferred. Note, the teacher should read slowly, a short and pleasing sentence, from illustrated sheets, cards, or blackboard; and require class to repeat words after him in turn, or together. These should express simple ideas or thoughts about ob-