

the means they have. So, many fail as men and women because they lack system and judgment. They seem to have no idea of executing anything without a waste of time, strength, and material. Now I hold that it is, and that it should be felt to be, a teacher's privilege to assist in remedying this lack—a privilege for which we will be held accountable. We, too, are gaining by the exercise of care in this respect, for in doing so we are gaining power over, and respect and love from both parents and children, without which our labor is in vain. Those of us who have asked the children to bring materials for learning to sew will readily see the need of reform in some homes.

We often make a serious mistake of finding fault with mere accidents. A slate falls, and we show very plainly by our looks, and too often in words not over kind, that we are annoyed. The offender knows that he had no intention of annoying, and a sharp reproof or a demerit mark at such times has the effect of discouraging good effort, and actually breeding repeated carelessness—"We must learn to control ourselves, if we would successfully control others."

In securing attention and interest, I find it essential to present the different subjects in a variety of ways. Going over the same course session after session, especially in the lower grades, is rather uninteresting to us, but the children, we must remember, are the ones to be benefited, and the work is new to them. We must keep interest warm by the desire to help the inquiring faces before us.

If I see them becoming restless, I stop work for a minute and lead them in rapidly performing some light exercises, or let them sing some lively song, as "Three Blind Mice," or tell them a story to make them laugh. Sometimes I get one of them to tell a story. I cannot explain why, but it is a fact that our pupils get the idea that they confer a real favor on us if they learn their lessons well. It is our place to show them their mistake. I tell them it is not going to make me any better, or wiser, or richer if they learn a great deal.

At the beginning of the session I give very short easy lessons, and get the pupils into the habit of coming with them well prepared. They get good marks, and soon feel so well satisfied that an imperfect lesson mark hurts them more than our "educational ointment," the new strap. Then we have an honor roll made up every Friday afternoon from names having no discredit marks. *I work as hard as they do to get their names on that roll.* It saves a great deal of trouble.

I stimulate them to effort by the reward in the effort itself; Teach them to aim high and press steadily forward, assuring them that no matter what sphere in life they fill, they may have the respect and confidence of all who know them. Whatever they undertake to do they must be sure to do well. Never shirk responsibility or despise small things.

I encourage them to express their views as to what practical use they expect to make of all they learn. For instance—What is the use of learning to add? Why do you study geography? Will it do you any good to excel in reading and spelling, or to be able to write well? From their own answers I make the strongest reasons for punctuality and regularity, for diligence and attention as the only means of progress. I try to make them understand that they are the big wheels, and their youthful opportunities all the other wheels which are necessary to run the machinery for building grand places for themselves as the men and women who are to fill all the spheres in life now occupied by their parents and teachers.

Some one says, "The highest aim of the primary teacher, and of all teachers, is the *education* of the child, the harmonious development of its nature." "Not the sum of the things learned, but the mental facility manifested by the scholars in thought, speech

and writing, is the true criterion of the scholar's standing." "The scholar's final aim is not what he can *do*, but what he shall grow to be." "Morality has for its foundation firm habit, religious warmth of heart, and clear thought." Without the sympathy of the class, no teacher can successfully secure their best efforts.

I believe the strongest power we can have lies in the individual sympathy and interest we manifest in our pupils. Let them see that we, who are not related to them, who may not even meet them in after years, feel a deep interest in their progress, in the characters they are forming, the habits they are acquiring, and we have an untold influence over them, an influence which they will feel and be actuated by perhaps long after our voices are silent in death.

We are, often unconsciously, models for our pupils. If you do not believe it, just let them play school some noon hour when you are in charge, and if you do not see yourself in miniature, I am mistaken. I have tried it, and have been cured of serious mistakes which I was not conscious of making.

Would we stimulate them to a love for knowledge? We must love it ourselves.

Would we have an enthusiastic class? Set the example by being enthusiastic.

Would we have a gentle, loving class; showing love for each other, love for the work, and love for us? Again we must be the pattern.

Would we recommend diligence in the work, perseverance under difficulties and disappointment, and patience and self-control in all circumstances?

Then we must show the advantages of possessing these qualities by practising them daily; and these very qualities developed in the children become strong aids in the management of our classes.

I would be sorry to give the impression that there is no difficulty in carrying out these principles of action. Often discouraged and humiliated on account of seeming failures, disappointments and vexations, I can but resolve to "try again," taking courage from the Divine command and promise: "Cast thy bread upon the waters, for thou shalt find it after many days."—*Read before Toronto Teachers' Association.*

## TEACHING SPELLING.

BY A. A. MILLER.

1. Arouse the pupil's pride. Let him once feel that bad spelling is a disgrace, and half the battle is won. Children should be taught to avoid a wrongly spelled word as they would a contagious disease. At the same time they should look on correct spelling as a matter of course, and as not, in itself, meritorious. A great cause of poor spelling is the very prevalent notion that it does not matter how a word is spelled so that its identity be not lost. When pupils learn that intelligent readers measure the culture of the writer of a letter by his spelling, the first great obstacle to teaching spelling is removed.

2. Spelling should be taught in classes as a separate study. It will do to depend upon other recitations in this particular, when it will do to teach reading in connection with the grammar class solely, or when the study of geography can be properly confined to the use made of it in teaching history. Not only should spelling be taught as a separate study, but lessons should be assigned in advance of the recitation, that opportunity to study them may be had. Primary pupils cannot study in a better way than to write the word of the lesson on their slates, and the words of the reading lesson should constitute the spelling lesson. When the lesson has been repeatedly copied from the book, let it be written from dictation and afterwards spelled orally. Care is to be taken that as few words as possible be misspelled, for errors are very like to be repeated. Let words in common use be first taught; words to which pupils can attach some meaning, giving new words as their fund of information increases. Merely technical words may better be avoided until there is a need for them. Besides these