

3. It gives much practice. Each child in individual reading does not read, perhaps, above three or four times in a lesson, while, by simultaneous reading, he may read double that number of times.

4. It improves the style of reading by encouraging the timid. Each child's voice is not heard separately, hence a timid one will join in and gain greater confidence for individual reading.

5. It removes asperities of tone and modulation. After the first discordant attempts at simultaneous reading have been overcome, it is remarkable for the harmony of sound and expression.

Disadvantages.

1. It causes much noise. This may be remedied :—
 - a. By using the class room for this purpose.
 - b. By having the neighbouring classes engaged in quiet work.
 - c. By causing the reading to be in a subdued tone.

2. It affords an opportunity to the sluggish of idling. This may be remedied :—

- a. By the teacher's vigilance.
- b. By calling upon them sometimes to read individually.

3. The backward children slip over the hard words. This may be remedied :—

- a. By the lesson always being prepared by individual reading.
- b. By calling upon them to read individually.

4. It obliges uniformity where it is not desirable. This objection is urged only against the higher branches. The only method of remedying that is by having sufficient individual reading for style to counteract it.

QUES. II.—PRINCIPLES OF TEACHING SPELLING.

1. *By the eye, not the ear.* The eye retains a better image of an object, and could be recalled with far greater accuracy than if it were presented to the ear, e.g., it is a well known fact that if a town or house is seen with the eye, that town or house makes a far greater impression on the mind than if a description had been merely read in a book. So it is with spelling. The eye retains the image of the word, and can quickly detect any departure from that image.

2. *It should be preceded by reading.* Accurate and extensive readers are generally good spellers, which is in itself a practical proof of the superior power of the eye. This also proves that it is a mistake to combine reading and spelling as in the alphabetic method.

3. *It should be connected with writing.* We learn spelling in order to write correctly, and as the one assists the other, they should be combined. This is what we call a dictation lesson, in which we teach spelling in sentences.

4. *The meaning of a word should be taught with its spelling.* Spelling, as generally taught, is a drudgery. One of the best ways of removing that is, perhaps, to talk about the word with the children, which will be amply rewarded afterwards, by the retention of the word in the minds of the children.

5. *The words shall be taught in syllables.* The adoption of this plan would remove all difficulty from long words.

6. *It should be connected with almost all lessons.* In a geography lesson, places named should be spelt, in an object lesson the names of the objects should be spelt, and so on.

Means of Improvement.

1. A great amount of practice in spelling ; dictation lessons.
2. Master every word that was spelt wrongly, before any more were attempted.
3. Introduce spelling as much as I could in all lessons.
4. In the upper classes encourage the use of manuscript books, in which the hard words are written.
5. Test the work done by the class in a repetition of those same hard words.

QUES. III.—OBJECTS OF A DICTATION LESSON.

1. To improve the spelling and composition.
2. To cultivate legible and rapid writing.
3. To cultivate the memory and attention.
4. To improve the discipline.

Directions.

(a) Preparation.

1. Apparatus, &c. Teacher with book, pencil, black-board, &c. Children, slates, pencils. Positions should be taken, &c. If the children have books similar to the text book, they should have prepared it as a home exercise the previous evening. If it is not prepared, the teacher must read it through, slowly and distinctly, before he commences dictating it. The length of the lesson must depend upon the time allotted, and ability of the class.

(b) Dictation.

The judgment must be exercised in dictating. A sufficient quantity should be read very distinctly, but only once over. When this is written, wait till all eyes are fixed upon you,

and all proper positions taken before you read another piece. In dictating, be very careful with sounding "h's," vowels, consonants, &c., as well as dictating too much at a time.

(c) Detection of errors.

When the passage is dictated, each child will mark his mistakes or his neighbour's (by changing slates) when you spell the most difficult words to them. You must exercise considerable vigilance, or some mistakes will escape detection, therefore you should examine each slate personally. Then the number of mistakes should be marked on each slate.

(d) Correction of Errors.

The teacher will stand at the black-board, and ask for words mis-spelt which he will write on the board, requiring each boy to learn them, and to write each word he has wrong five times, thus cultivating his eye. While this is going on, the teacher should pass round and mark the writing. Then if there are manuscript books, these words should be entered.

QUES. IV.—OBJECTS SOUGHT IN TEACHING ARITHMETIC.

1. To give facility of computation.
2. To cultivate the mental faculties.

The process necessary to secure these is :

1. From a particular example to deduce a rule.
2. To acquire this rule by working other examples, and observing a repetition of the same process.
3. To apply this rule in other examples, which differ in some respects.

Here, in the deduction of the Rule we have a great amount of mental exercise, e.g., a problem in Simple Proportion is given to be worked. The teacher works it by a statement, then he shows by first principles that the result is obtained by multiplying the second and third terms together, and dividing by the first. Here is a Rule to acquire and to be exercised in other examples, which, in every case, in the highest degree call forth the reasoning powers.

Then again, it is almost impossible for any one not to possess the power of ready computation, when he has been thus exercised in the figures themselves, as well as the meaning implied in their relation.

QUES. V.

OUTLINE NOTES.

I. Introduction.

Questions to be asked beginning with the simplest, but increasing in difficulty.

No. 5 being too difficult, I would write it on the Board, and show the rule.

24

14

—

10

—

II. Body.

The Rule should now be applied to other examples, and the name *Subtraction* explained.

Ex. 1. 324

102

—

222

Ex. 2. 324

315

—

9

Ex. 3.

1276

1127

—

149

Ex. 4.

50769

12084

—

38685

—

III. Application.

The Rule should now be applied to numerous other practical examples.

FULL NOTES.

Examples.

1. If I take 2 marbles from 3 marbles, how many will be left ?

2. How many are 2 from 5 ? 3 from 7 ?

3. If there were 10 eggs in a nest, and a boy took 4, how many left ?

4. There are 20 boys in this class, how many would be left, if I sent 3 away ?

5. Take 14 apples from 24.

Here, there are 14 to be taken from 24, i.e., 1 ten and 4 units to be taken from 2 tens and 4 units. 4 units from 4 units leave 0 units, ∴ we place 0 under the 4. Again, 1 ten from 2 tens leaves 1 ten, ∴ we put 1 ten under the tens.

Method. The above questions should be asked in a lively, interesting manner, but should not occupy much time. Ex. 1. to be worked as above, after which the class should work a number of similar ones.

In Ex. 2. it will be found that 5 units cannot be taken from 4 units, which is a new feature, and to which the attention of every one should be directed. Then the Teacher should tell them, as one ten is the same as 10 units he will take 1 ten away, i.e. 10 units and add it to the 4 units, and then he can take 5 units from 14 units, remainder 9 units. Then he puts down the 9 units, and does not forget to pay back the borrowed ten, for he adds it to the 1 ten there so as to make it 2, and then says, 2 tens from 2 tens leave 0 tens, and 3 hundreds from 3 hundreds leave 0 hundreds. Other examples involving the same will then be given.

These examples should be practical and interesting to the children, by being upon things they can understand.