

ENGLISH LITERATURE.

(Pupils will open books at page 67.)

1. Explain the meaning of 'used to relate,' 'I made some comparison between Latin and ditching,' 'toil conquered pride,' 'a liberal course of study,' 'the highest honors which his country can bestow.'
2. Who was the first President? Who is the President now?
3. Give the meaning of 'President,' 'experienced,' 'bread of labor,' 'humiliating,' 'abominable,' 'privileges,' 'appreciate.'
4. Did the two days' labor at ditching make John Adams President? What then was it?
5. Write from memory three stanzas from 'Speak Gently.'

ARITHMETIC.

(Time—One and one-half hours.)

1. Define—Multiplicand, Minus, Compound, and write table for "Square Measure."
2. Divide the result of $7825 + 6315 - 242 \times 3 - 864 \div 6 + 37852 - 79 \times 14 + 36782 + 1934275 \div 35$ by 49, using factors.
3. A man's house rent and taxes amount to \$289.12 in the year. How much must he save weekly in order to be able to pay it?
4. A horse eats 3 gallons of oats in a day; how many bushels is that in a year (52 weeks)?
5. Find the difference, the product, and the quotient of 758697 and 509.
6. I took to the store—
56 lbs. of butter @ 22cts. a lb.
18 chickens @ 35cts. a pair.
30 bush. potatoes @ 75c. a bag (each bag containing $1\frac{1}{2}$ bush.).
15 doz. eggs @ 12cts. a doz.
And bought—
60 lbs. of sugar @ 9cts. a lb.
36 lbs. of oatmeal @ 9lbs. for a dollar.
15 yds. of cotton @ 14cts. a yard.
8 blankets at \$6 a pair.
How much money was still due me?
7. Reduce 20416 ft. to miles, fur., &c.
8. What is the cost of 3 pks. 2 qts. 2 pts. of berries at $2\frac{1}{2}$ c. a pint?

Practical Department.

HINTS ON TEACHING SPELLING.

When should pupils begin to spell? There should be no oral spelling, or written spelling either, from memory during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By copying in script well written sentences set by the teacher on the board.

Sometimes these sentences should be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

Assigning Spelling Lessons.—The teacher should not merely say, "Prepare the tenth lesson," or "Your dictation will be the first twelve lines on page twenty-four." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the blackboard and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

Preparing Spelling Lessons.—We wish to teach the forms of the words, not their sounds. Unfortunately, forms of the words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the eye and not through the ear. It is perfectly clear, therefore, that the art of making good spellers consists in teaching pupils to see words correctly. The London Times once said, "Spelling is learned by reading, and nothing but reading can teach spelling." It may be accepted as a rule that a good reader is always a good speller. These facts all

point the thoughtful teacher to the conclusion that we have already stated—spelling depends upon the power of seeing with precision. It follows that the exercise which compels the pupils to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably, this exercise is transcription. Let the pupils copy on their slates the lesson to be prepared. The lesson may be prepared as a home exercise, if due care be taken by the teacher in examining both writing and spelling. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little benefit. Make the pupils see the words, and, if possible, never let a pupil see a word wrongly spelled.

Testing Spelling Lessons.—There are only two methods, oral and written. The oral method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling schools, but made five mistakes in spelling in a note written to a school-board." Oral spelling does not accustom the eye to the form of the word in writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

Correcting Spelling Lessons.—They must be corrected thoroughly. If proper preparations have been made as recommended, very few errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons, one of the following plans may be adopted:

1. The pupils exchange slates, and the teacher gives the correct spelling, word by word, the pupils marking those that are wrong.
2. Pupils retain their own slates, and the different pupils are called on to spell the words. Those agreeing with the spelling indicate it by raising the hand before the teacher decides as to its correctness. Marking as before.

3. Slates are exchanged, and the corrections made as in No. 2.

While the teacher writes the correct spelling on the board, each pupil may correct his own work, and slates and books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged, the pupil owning the slate should have the right to appeal against the marking done by his neighbor.

Reviews.—Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this, he ought to make a list at the end of his book of all the errors he makes.

From this list the teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemy in the rear." Review regularly.

General Suggestions.—1. The teacher should always articulate clearly and pronounce correctly when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.

3. Allow only one trial in spelling orally or in writing.

4. In spelling orally, the divisions into syllables should be marked by slight pauses, but in no other way.

5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.

6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupils practice in spelling the words in their own vocabularies.

7. In some of the dictation lessons, time may be saved by having only words in italics spelled. The teacher should read the whole sentence and emphasize the words to be spelled.—*Preface to Gage's Practical Speller.*

NOTE.—This article was written by Inspector J. L. Hughes, in 1880, and appeared in our columns in the spring of that year. It was copied without proper credit by numerous American journals, and appeared in these pages once more in 1882 credited to an American journal by an oversight of the editor. It is still going the rounds of the press, and we insert it once more, partly to correct our former oversight and render honor where it is due, and partly because it cannot fall too frequently under the notice of our readers.