

Where one in writing is trusting to the eye, very often the first impression of the word is right. If you write a known word without being distrustful of its spelling it is more likely to be right, if you are a good visualizer, than if you think over it several times before writing; for no amount of reasoning can clarify and complete a visual image.

The frequency of the mistakes of the *peroid* class is largely due to the preponderance of the appeals to eye made by methods now in vogue. Transcription appeals to the eye entirely; dictation almost entirely. The gradual decline of oral spelling, either in classes or in spelling-matches, has left the ear with few images and many of these very imperfect.

The remedy recommended is more oral work in spelling—some syllabic. This latter may take the form of word building, consequently more careful analysis of each word into letters, rather than sounds, and careful attention to the order of the letters. These suggestions are principally for those who have considerable difficulty in acquiring visual images. For those, who have little or no difficulty, there should be careful examination by sight of each word in detail and little or no comparing with similar words until the image is well formed. Remember the photograph. For the same reason, spelling should never be taught, either visually or orally, by incorrect forms. You want only correct impressions given and sufficient repetition to deepen the impression. *But above all study the peculiarities of each pupil. Diagnosis must precede successful treatment.*

WALTER C. MURRAY.

To the Editor of THE CANADA EDUCATIONAL MONTHLY:

DEAR SIR,—There is a certain circle here in Montreal, whom we teachers are beginning to be not very

willing to trust, and when the rumor reached me lately that there was to be a convention of teachers held in this city next summer, and that an editor from Boston had been over in Montreal and in a day's time had arranged everything even to the details of his programme, I could hardly believe my informant. "This is the one-man power with a vengeance," said a fellow-teacher to me as we talked over the matter with each other. With whom did the editor-man make his arrangements? Is this another Exhibition-piece of humbug? And who is to pay the piper? as the Scotchman would say. Do you know anything about the affair, —you, Mr. Editor, who happened to be present at the first Dominion Association meeting, and know something about the "king-making" of that time? Can anybody tell us anything about the editor's visit? If so, we teachers, who are expected to welcome our visiting brethren and the Montreal citizens who are to entertain them, would really like to know who is at the bottom of the movement.

Sincerely yours,

A MONTREAL TEACHER.

UNFAIR AMERICAN JOURNALISM.

To the Editor of the Educational Review.

SIR,—American educational papers circulate to a considerable extent among our teachers, and strenuous efforts are constantly made to increase the number—indeed many of our teachers act as agents for such.

Now, Mr. Editor, I conceive that this class of journals coming into the hands of our educators and by them disseminated among their pupils, should be truthful and fair.

I frequently notice protests in American papers from Canadian teachers concerning unfair and untruthful statements concerning Canada