

"altitude," "al-ti-tude," do not (as so many teachers do) mispronounce the word, "altitude," for the sake of leading the pupil to say *t* instead of *a*. Such a practice does as much harm as good. It merely substitutes one error for another.

In giving out the words to be spelled, whether in the oral or written exercise, the teacher should pronounce them *once* only. In oral spelling the pupil should pronounce the word correctly after the teacher, before naming the letters.

IN ORAL SPELLING it is recommended simply to divide one syllable from another by a pause. For example, suppose the word to be "notification," it should be spelled *no-ti-fi-ca-tion*, (the dashes indicating slight pauses). The old method—"no-ti-fi-ca-tion" is a needless tax upon the time and wits of the pupil. The former method is shorter, more natural, and less confusing to the mind.

THE TEACHER should set the example, and require the pupils to recite in a pleasant, conversational quality of voice, as if they were telling something in an interesting manner. Every oral exercise may be conducted in a way to give a pleasant stimulus to the mind, or to stupefy its faculties. Nothing excites the mind to a more healthful action than do cheerful, inspiring tones of voice. "Some one has said that 'wooden tones' are the appropriate utterance of 'blockheads' only.

THE NATURAL way of acquiring words, with their pronunciation and meaning, is by their use. A pupil ought never to be called upon to spell a word to which he does not attach some meaning better even an incorrect one than none at all. To establish the habit, therefore, of using the words and associating their meaning with them, the pupil should progressively be required to construct sentences introducing the words of the spelling lesson; this is a more useful exercise than repeated learned definitions.

IN IMPARTING an exercise to be written, the following method is recommended. The teacher pronounces a word or phrase *once* distinctly; a pupil with a clear voice and good pronunciation repeats it; all write what was dictated; and another pupil, who writes with medium rapidity, repeats the word or phrase as soon as he has written it. The teacher then proceeds with the next word or phrase. After the whole lesson has been written, the

class may exchange slates with each other, the teacher, or a qualified pupil under his direction, spells each word correctly. Each pupil checks the errors on the slate that he holds. The slates are returned to their owners, the number of errors reported and afterward corrected.

As a rule, the pupil should be allowed but one trial, whether in oral or written spelling.

It will be a good occasional exercise for the teacher to dictate a sentence, requiring the pupil to spell all the words in succession; or a pupil may dictate sentences, original or selected.

Vary the method of conducting the lesson from time to time so that it may not be monotonous.

Words frequently mis-spelled should be carefully written on the blackboard, where they may be viewed and corrected.

In teaching spelling as in every other subject, only by the teacher being interested himself can he inspire interest in the class.

I have used as text-books at different times Davie's *Lexicon*, Chamber's *Euclid*, Galbraith and Haughton's *Euclid*, and Todhunter's *Euclid*. In my judgment, Wormell's *Modern Plane Geometry* is superior to any of these as an introduction to the science. The physical conceptions and illustrations embodied in the work, would, I think, in addition to their practical utility, occasion peculiar delight in the minds of many to whom the bare abstractions of the science are unintelligible and therefore repulsive. Every successful teacher of the old editions of *Euclid* had to supply some practical examples and physical applications of the propositions, *from his own store*. This work will enable the *average* teacher to do what hitherto could only be done by a specialist in Geometry. I should not omit to mention that Wormell is one of the few mathematical writers who give due prominence to *logical* methods. This fact makes his text book in my judgment, much superior to the old editions as a means of *introducing the science*. PROFESSOR THOMAS HADAMARD, *Lib. D., Université de New Brunswick*.

Wormell's *Modern Geometry* is now exclusively used in the Provincial Normal School as the text book in Plane Geometry; and after September, 1891, the Examinations in this subject will assume a thorough knowledge of such portions of this text book as is required by the Syllabus prescribed by the Board of Education.