

"altitude," "al-ti-tude," do not (as so many teachers do) mispronounce the word, "al-ti-tude," for the sake of leading the pupil to say *i* instead of *e*. 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 no-ti fi-not-fi fi-notifi-ca cu-notifi-ca-tion tion—notification"—is a useless 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 teaching something in an interesting manner. Every oral exercise may be conducted in a way to give a pleasant stimulus to the mind, or to stultify 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 frequently be required to construct sentences introducing the words of the spelling lesson. This is a more useful exercise than repeating formed definitions.

IN DICTATING 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 correctly written on the blackboard, where they may be viewed and re-viewed.

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 Legendre, 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 mind*. 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 *cultivating the pure reason*.—PROFESSOR THOMAS HARRISON, LL. D., University of 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 1876, 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.