

used in combination, such as ewe, cull, Albert, little, etc. Then I take letters based on the reversed oval, as m, n, x; then the group a, c, d, g, to be followed by the upper and lower loop letters. Here, in every case, I precede the making of letters by the corresponding movement exercise. Every movement exercise should, in my opinion, lead to the making of some definite letter form.

Although the letters and figures are presented in this way, I give drill on letter combinations, such as A, W, E; E, W, M, and in the writing of proper names. This I find to be the most interesting exercise for pupils.

Every week a pupil puts to one side a sample of his best writing, and on parents' day the writing for the term, so preserved, is put up for inspection.

We have contests with neighboring schools. We also use the copy books as a place in which to record progress from day to day, but we use much paper in addition to the copy books.

Spelling.

I had an interesting time last week in spelling. My pupils kept a list of the words misspelled in their written work and we had a match on these. I find that the words used in the various grades corresponds closely to that given in the child's speller by Hunt, or to the list published in O'Shea's book on spelling. We had another match last week called the "farm-yard match." Any pupil could ask any word suggested by the farm-yard. It was very interesting. The word that finally floored the class was *surcingle*. I find that the oral spelling match preserves interest in spelling.

We intend this year to spell the kitchen, garden, bed-room, school-yard, woods, fields, army, navy and everything else that can be suggested. No word is allowed that is not used in conversation by people generally.

Every pupil keeps a list of his own misspelled words. These lists are used for individual drill. On review days we have individual rather than class teaching.

Geography.

My pupils were weak in map-drawing. I helped them by drawing mathematical figures of the general forms of the continents and by filling in from these, I found a great improvement.

Then we had memory matches on names of physical features. With this as a foundation we began to study causes and effects. I found that the pupils followed one another better when they had a good knowledge of location to begin with. For instance, one pupil in explaining the climate of North America used his pointer, and such words as this river, this peninsula, etc., while another held the attention better when on pointing he used the words Mississippi and Florida.

One of the most helpful ideas in geography teaching is that of assigning a lesson individually. When each brings his contribution, the whole forms a connected description. The social value of this exercise is not to be overlooked. I find that on parents' days a geography exercise is one of the most interesting exercises. The pupils, of course, draw maps and show productions, as well as give oral and written descriptions.

Grammar.

The best order for presenting the sentence so that pupils may understand the structure, I have found to be as suggested by the following sentences. Each sentence in its order, presents a new idea.

- A. 1. Birds sing.
2. The birds sing.
3. The little birds sing.
4. The little birds sing sweetly.
5. The birds in the tree sing.
6. The birds in the tree sing sweetly.
7. The birds sing in the morning.
8. They sing in the early morning.
9. The birds which are in the tree sing.
10. The birds sing when they are happy.
- B. 1. The birds sing, but the sheep bleat.
2. The men are happy and contented.