do. The old method of numbering the members of a class, the "going down" for misspelling, the occasional "choosing sides and spelling down," may still be used to advantage; but I should frequently use—perhaps as often as twice a week,—a dictation exercise which pupils must write on the board or slate. Save the common words wrongly spelled in the monthly examination papers as compositions, and place them on the board correctly, a few at a time. Use them for drill in addition to the book work. Copying paragraphs of prose or stanzas of poetry also may be used to advantage now and then, and thus the art of punctuation be learned incidentally, as well as the construction of words.

The cultivation of the voices of children is sadly neglected. A few minutes spent each day in a drill upon the elementary sounds of our language, would give the power of reading and speaking in a pure and natural tone, instead of the harsh and high key so commonly heard in our schools. Prof. Shoemaker, of Philadelphia, remarks : "No other agency within the compass of our natural power is so adapted to the communication of happiness to others as the human voice. It should be taught as an agency of moral culture. A voice of dignity and elegance will attract to purity and truth, to virtue and religion. Correct sounds should be taught as a preservation of the language. Sounds erroneously pronounced during school days will so develop the organs in that direction as to be corrected with difficulty. The habit will often prejudice the ear against that which is correct."

Every teacher, as soon after the commencement of his term of school as practicable, should make it a sacred, binding duty to visit all the families in the district having children to be educated, seek the co-operation of the parents, and secure, if possible, the regular attendance of the children at school. By an early acquaintance with the people, frequent friendly visits to the parents, and the manifestation of a warm personal interest in the educational welfare of the children, the teacher gains a prestige that can not fail to produce the best results. Absenteeism, truancy and tardiness, the bane of all schools, may, in a measure, be broken up through this system of visitation.

TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Recent Publications.

The year 1874 has been comparatively poor in English Mathematical works. In January was published "The A B C of Arithmetic by Sonnenschein and Nesbitt, Teacher's Book No. II'; this with No. I should be in the hands of every one who *aspires* to teach very young children. Those desirous of an excellent collection of examples in arithmetic will find such in Lupton's 'Test an Arithmetic Papers given for the Civil Service, Army, Navy, and Control Examinations' or in Kimber's 'Mathematical Course for the University of London, Course for Matriculation' 3° ed. The latter contains all the questions in Arithmetic and Algebra set for Matriculation in the University of London up to the present year. In Euclid certainly by far the best work issued these many years is 'An Introduction to the Elements of Euclid, being a Familiar explanation of the First Twelve Propositions of the First Book; by the Rev. Stephen Hawtrey, A.M., late Assistant Master at Eton.' This should be made a companion volume to Sonnenschein and Nesbitt's works. The Society for the improvement of Geometrical Teaching has printed six reports on Book IV of their syllabus (proportion) but as they are for private circulation we are hardly at liberty to discuss the views advanced in them. It is to be regretted that the Society did not collect them in a general report issued to the public. Such a report containing a complete development of the 'Introductory Remarks' of the several private reports and presenting each writer's whole course of deduction would have far more value to thinkers than any final selection of ideas can possibly have.

In connection with these reports may be noticed 'Algebra Identified with Geometry, in a Series of Five Tracts' by A. J. Ellis. The first tract is a defence of Euclid's conception of ratio and a pædogogical exposition of that conception ; the second is on 'Carnot's Principle for Limits.' Apart from