

The great question now arises, In what manner shall the residue of school time for the day be improved? This very important question may more readily be asked than a proper solution given to it, so that teacher and taught may be duly benefitted, and the time economised. That physical exercise should enter as largely, and mental exertion as little as possible into the engagements of the pupils, is at once obvious to all, and that they should be conducted as much in the open air as practicable; but yet the question recurs of what nature shall they be?

A LOCAL SUPERINTENDENT.

2. WHISPERING RESUMED.

(For the Journal of Education).

MR. EDITOR.—In the November number of your valuable *Journal* I observed an important question asked by a teacher, viz.: "What is the best method to prevent whispering in school?" Some suggestions have been inserted; but some of those in the Connecticut *Journal* I disapprove of, particularly the third clause, which reads—"Allow an opportunity at the end of each hour, and remove all necessity from whispering at any other time." Were I a teacher in Connecticut I might have adopted such, if no other would suit the habits of my pupils, nor prove successful; but in Canada, where the children are more docile, I would decry such a habit from the fact that, taking a decided stand against whispering, and making my pupils feel it is an evil, and making them interested to prevent it, I afterwards make them see that it is no such thing, and that I approve of the necessity of it by endorsing the liberty of the act at the interval of each hour. As the *Journal of Education* solicits its readers to give their views, I humbly give mine relative to success in school, and to the prevention of whispering.

1. I do not approve of a multiplicity of school rules. Far better have none at all if not supported and carried out; and if put into execution day after day, it would keep the teacher busy inflicting corporal punishment, acting more like a tyrant than a kind friend in the eyes of his school. 2. It must be borne in mind that we cannot place old heads on young shoulders. Therefore the teacher must have patience equal to the task assigned, and win affection by kindness, for fear of losing confidence, which would be detrimental to the school; for to cause success the teacher and scholars must be united. 3. The observance of order and obedience are two requisite principles which ought to be imprinted on the minds of scholars, and to endeavour that they should be indelible rules. 4. To effect this the teacher should address his pupils from time to time on the advantage arising from assiduity in school and the evil consequence attendant upon the practice of whispering, which, directly or indirectly, depicts a defiance of those principal rules, order and obedience. He should state briefly the pain it inflicts on him to be obliged to insert any of the scholars names in the black category of unmanageable pupils in the monitor's book, holding it to view, and stating that the conduct in school had a bearing and weight on the future character as well as the present of each individual. There are but few scholars who are not afraid of getting their names in the black list, unless the obdurate truants; with those the cause must be removed by placing them as near the teacher's desk as possible. Hence the teacher will not be wanting in adherence to bestow attention on such characters by private admonition, by appealing to their feelings and principles, and such other encouragement as will be conducive to producing a source of industry, progress, and emulation. Ere long they will begin to like the teacher, forsake their evil habits, and prove greater joy to their parents and a credit to the teacher.

Amherstburgh, 28th December, 1863.

D. O'DOHERTY.

III. Papers on Practical Education.

1. VERBUM SAT.

Schoolmasters talk too much, far too much for their own good, and for the good of their pupils. Take an example:

"The next lesson will be the first six examples on the 98th page—98th page, first six examples. I want all the class to understand it—to-morrow, you will take the first six examples on the 98th page. Every day I have to tell you over again three or four times; now I want you to remember, this time, that your lesson will be six examples on the 98th page."

"Begin at the top of the page, teacher?"

"Yes, begin at the top of the page, and take six examples."

Surely it would seem that after so much repetition, scholars must remember *where* their lessons are. When the time comes for preparing the lesson, Thomas or Mary very innocently inquires *where* the lesson is. The teacher pauses in apparent vexation and surprise, and inquires:

"Were you in the class yesterday?"

"Yes, sir, but I did not hear you give out any lesson."

"Charles, what did I say about it?"

"I don't know, sir."

"Joseph, where is to-day's lesson?"

Joseph, at a venture,

"You said take the same lesson again, sir."

"I did not. I said take the first six examples on the 98th page."

After all this, it will be strange if some of the class do not bring in the wrong examples, and others come wholly unprepared, because they "did not know where the lesson was."

However tiresome this may be to the reader, it should be borne in mind that it is but a single specimen of what many pupils are forced to endure daily, it may be for years.—*New York Teacher*.

2. SUMMARY OF WHAT THE TEACHER SHOULD DO.

Labor diligently for self-improvement.—Thoroughly understand what he attempts to teach.—Prepare *himself* for each lesson assigned.—Require *prompt* and *accurate* recitation.—Teach both by precept and example.—Manifest an active interest in the studies of his pupils.—Make the school room cheerful and attractive.—Cultivate a pleasant countenance.—Require prompt and *exact* obedience.—*Insist upon attention* from the whole class.—Make *few*, of any rules.—Avoid governing too much.—Let your pupils understand that you *mean* exactly what you *say*.—Should govern himself.—Take care of his health.—Visit the parents of the pupils.—*Vermont School Journal*.

3. BAD AND GOOD SPELLING.*

To teach spelling, the habit of constantly writing passages either of prose or poetry is absolutely necessary, in order that the eye may be trained to distinguish the correct forms of words. The majority of persons find, by experience, that when they are asked to spell a word aloud, they are in doubt, and are apt to make a mistake; but if they write the word, their eye at once guides them to the proper method of spelling it. The inference from this is plain, namely, that the eye is as much concerned in the spelling of words as the ear. Children should therefore be early accustomed to *copy passages correctly from their reading-books*. This exercise, which I call "transcribing," should be confined to the junior classes in schools, and be a preparatory step to the dictation which they will practise when they get into the senior classes. Transcribing teaches spelling; while dictation (leaving, as it does, the pupil without the aid of a book to copy from) must be regarded properly as a test of spelling.

The correcting of written exercises is always a tedious part of school-work, and sufficient time should be allowed for it in the general time-table of the school. There is one method of correction which is attended with little loss of time; but whether it can always be depended upon, is a question which I must leave the reader of this letter to determine. The method is as follows: After a passage has either been transcribed from books or written from dictation (and so of course without the aid of books), a monitor or pupil-teacher, taking a book, should slowly spell aloud each word, *large and small*, in the passage which has been written. While he does this, each scholar should carefully look at his own slate, and if he finds a word which he has not spelt as it is spelt in the book, and as the monitor spells it, he should put out his hand as a signal for the monitor to wait until he has put it down correctly. In fact, the scholars should correct their own errors, with the view of impressing good spelling upon their minds.

There is an interesting way of teaching spelling by the aid of the black-board, which I will describe. Let a black-board be placed on an easel before a class; then let the second boy propose a word, which the first boy should go up and write in large letters on the board. If he cannot write it correctly, let the second boy do so; and if he cannot, let the third; and so on: the boy who is right being allowed to go before those who are wrong. The teacher should stand by to see fair play, and to prevent long words, such as Constantinople and Mesopotamia, from being proposed. The scholars should confine themselves mainly to small words, especially those in which *ei* and *ie* occur, or in which letters are to be doubled, or a letter is to be omitted.—J. F. in *English National Society Monthly Paper*.

4. SPELLING.—ONE HUNDRED WORDS.

Foci, radii, vignette, acrimony, seize, tease, millinery, mercenary, irascible, ecclesiastic, nefarious, disparity, amenable, benefi-

* We beg to call attention to the articles on this subject in the *Journal of Education* for August and December last; and also to suggest the propriety of having spelling matches between the different schools in a township.—Ed. J. of E.