EDUCATIONAL COLUMN

Spelling.
Will some practical ns a method hy which pupits may the
come goed spelles? Wuell we Wher ster's bluc-lackellspelling tooks, but is the clind any better speller atter having completed this study than berore? We stand up before an array daily, atative two or three times words, short or long , accoriiug to the eapacity or age of the mouths, but is the pupil any wisel? This is a tellious process, and it seems its age en
tilles it to use, but we are no litile disgusted with it ourself. Our idea io that a child should be wande to words ustually found at the ciose of ar speli every unusual word in the ebson. Don't let sieclling be consid retl a separate sluly. Spell words in your geogrephy, grammar, history philosophy, or whatever it my be. of Nush of our litule follows na-tion" and tho like with the pertness more weaning to these chilhtre o much It brew or Chinese. Then we want to know, why srend time in
vain repetionsf Why memoize et of hage words the lad will:ase? It seems to us the pat of reason that the pupil's vocahulary shoutd bo enlarged gradunly by dealing with
those worts which arise in his dails studies. Again, another excellent plan is to put them to writing worls ak so on as their alvancement warrequently. Make them wite oult words in their lessons. How tidiculous does the sperling even of somit. hooughts are put on paper! Ther fore, let the boy or girl use his slate as often as he pleases. They not ony learn spellung, this way, but grath: unr, punctuation, the use of capitals
and other good thing:. Bacon never attered a truer thonght than when he suid: "Conversation makes a read an exec: mati." Train the papil to look closely, and oer word for it, the amber of gooll spel!ers. will be conhe composition of a lath or gentleman as had spelling. Thew, we urge mpen our teachers the reeessily of stringent cre out of the ir pupils.
$\qquad$ tions which ste desiren of be ald wer Thow away your dillitenec abl min jou
Would like to a: $k$, and they are as for lown: How to get all the scholars a seloul interestat in the cmase of e
uc.tion, atal keep iliem so? What must hedone to cure indilference?
 pened to the teather as casting
"pear!s be:ore swine." 1 loudly allveate the chacation of the heant, and the issues therefrom will be pure: ann rrained, or the results will mast be benefi ial. 1 thet it very hard to so troduce the test-buoks, as pareme seem to think the s. me books with to grammar clas e-. (no English compo sition, hiree goography, one history three Arithmetic, and then they dwin speller: Uow/ Aar is it necote tat go in yramiar? And why do not parse more in jour colunin:
Where is the subject in this sontence "On conditions suitable to hio rank The great draw back to the succebs of our cominon schools especially in he country is hese want of willorm. put to stuly ing some branch by one him me:tit for it his successor deem it up, thet makiss o bubstitute, thus incurring an alditional expense upon the parent. Thas a great deal or
time is uselesty wasted. You will very offen find in some of on country districts sereral different text-books school. This is certainly very annoy fing to the wacher, and lee should set to work immediately "I on his assum. curriculat or the sehool to establish the Boadd of 'Tastecs make it obligacury in on every tescher to follow sat build up frst -class high sclools. Blessed with a thee wife and secure in the conif ence of tried and true friends one is enati'ed to derite adverbiscouragemonts.

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