

the facts on the lesson topic in hand. The method of presenting the facts will, of course, vary with the nature of the lesson.

3. Comparison, viz., of facts with facts to discover their meaning. (A fine field for the cultivation of a most useful mental power, too often neglected.)

4. Generalization, that is, the pupil's reaching, as the fruit of his own investigation, those conclusions commonly called principles, definitions, laws, rules, formulas, etc.

5. Application, that is the bringing back of the laws and principles already learned and applying them to new particular cases in science, business, and social, political, moral or religious life. This completes the cycle. The pupil starts from individual facts or events, and returns again to them, but this time with power to interpret them. Higher than this no

knowledge rises; greater power none can possess. Herbart's system is by no means mechanical, although thoroughly systematized and formulated. On the contrary it brings into the elementary school the charm of reality and invests each subject with greater interest. It promotes correct thinking habits, gives clear apprehension of knowledge, economizes thought and effort and furnishes to the pupil the broadest and best basis for future acquisitions. Herbart and his followers have given to Germany a body of over eight thousand enthusiastic teachers, who follow progressive and scientific methods in pedagogy. It is not given to one man to grasp all of truth, or to perfect any system of education, but may it not prove that Herbart, more than any other, has solved the problem of elementary education?—*Selected.*

THE SPELLING QUESTION.

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DURING the past three years four separate investigations upon the spelling problem have been made in the School of Pedagogy. Two of these investigations were made by myself and the other two were carried forward under my immediate direction. The object of these investigations was to see whether some new knowledge might not be gained that would render more specific guidance in the teaching of spelling. Other investigators have been working on this problem but no reports of those investigations have come under the writer's notice, except that of Miss Adelaide Wyckoff, on Constitutional Bad Spellers, in the *Pedagogical Seminary* for December, 1893, and that of Supt. H. E. Kratz, published in the *Iowa Normal Monthly*, and also in *The School Journal* for May 16, 1896. Miss Wyckoff made tests

upon an extremely small number of spellers, but her study is especially valuable in its suggestiveness as to lines of investigation.

Spelling is a very arbitrary matter, and yields to but slight extent to the logical and causal helps which are employed in teaching other subjects. Motor elements are important elements in association, and with so arbitrary a subject as English spelling every aid in strengthening the association should be employed. From the experiments made and the verification of the conclusions in actual school application, I am convinced that the motor apparatus used in speech should be employed to a large extent in teaching spelling. All preparation of words to be written should be oral preparation, and very careful preparation at that, particular in the second, third, fourth and fifth