

time school-boy—are deduced, and the pupil is delighted to find that the structure of language is not only intelligible and comparatively simple, but that, give him time enough, he could by the same analytic process construct a grammar for himself. No one who knows the joy which the youthful mind feels in independent discovery and in the sense of power successfully applied can doubt which is the natural and true method in education. The New Education, thus understood, has shared the common fate of successful innovations. It has been, to use a current expression, “run into the ground.” It has been made the pack-horse for a thousand trivialities, the sponsor for all kinds of absurdities. Even now it is daily associated in educational papers and school-room exercises with needless simplifications, and endless repetitions, and wearisome mannerisms, until it is no wonder that educators become disgusted with the whole business, and are tempted to commit the injustice of fathering the whole brood of absurdities upon the grand educational method in whose name these absurdities flourish. We could easily fill a page with amusing illustrations, but the length to which we have already run compels us to spare the reader.

Practical Hints and Examination Papers.

Many unique primer methods have been devised in Europe to modify or reform the spelling methods, beginning as early as 1534 with Ickelsamer’s device of placing the picture of an animal, its printed name, and the letter whose sound was most like the animal’s voice or cry, in parallel columns. Against the picture of a dog, *e.g.*, was placed the “growling” *r*. Against a bird, the “twittering” *z*; with a lamb, *a*, etc. The children must analyze the words phonetically, and before they saw them draw the sounds upon the board. The later, but more widely current, method of associating *a* with apple, *b* with boy, etc., was supplemented by utilizing the lingering final sound, and teaching *b* with tub, *t* with rat, etc. Another intersectional-imitative method, suggested by Neuman in 1832, and lately modified and psychologically defended by Oehlwein, places beside the letter *m* a cow just beginning to low; with *r*, a rapidly-moving post-waggon and the winding of a clock are pictured; with *a*, a crying baby and a crow; with *o*, a falling snow man, and the children exclaiming, Oh! with *f*, a smith at his bellows, the sound of which the children may imitate; with *sch*, children driving away hens, etc. By another method, red letters were printed on blackboard and slate, to be exactly covered by the children’s chalk and pencil.—*G. Stanley Hall.*