

course of the latter is, therefore, both back-ground and frame of the former, since it constitutes the thread of the narration. Time facilitates comprehension, remembrance, and comparison of historical movements; it marks best the sections and epochs of development, favors thus the rudiments of historical instruction, and, in general, is indispensable. History may be treated in the one or the other way, with beginners, or with advanced scholars; but the succession of time must be necessarily cared for.

10. *Under what circumstances is the ethnological method suitable?*

After the primary course, which lays the foundation, (biographical and monographical,) has been finished, and a second one has led nearer the more general connection of the chief movements in history, then it may be useful to pursue the history of the prominent modern nations, ethnographically, from their first rise until their present state. In ancient history it is a matter of course to proceed chiefly in the ethnographical way, because those nations have led for a long time a separate life, and after a victorious conflict with neighboring nations have merged them in their own life.

11. *What are the difficulties of the grouping method?*

The idea of pursuing material similar, by interior connection, through all centuries, and of joining it into a whole, is in itself well enough. But, on the part of the teacher it requires an unusual knowledge of particulars in the development of nations; and, on the other hand, the problem is too hard for the juvenile mind. It may be, that many things can be omitted, or at least, treated separately as a matter of secondary interest; but, it is questionable whether they would be advantageous with reference to the whole. Besides, the hard problem must be solved of connecting finally the single parts of development into a totality.

This method, even for the especial history of a nation, the German for instance, is attended with great difficulties, but these would increase, if it should be applied to all other civilized nations. For, by its nature, it lays the chief stress on the development of civilization, and displays but on such points the characteristic picture more fully, when it is desirable, from a national and patriotic point of view. The entire plan, so far as I know, has not yet been practically carried through.—*Barnard's American Journal of Edu.*

(To be continued.)

The Teacher's Eye.

It was after school at night, and a group of little ones had gathered as usual around my chair, for a little chat, and afterward to "kiss the teacher good night." Soon the face of little Lizzie W— was turned toward mine, half-shyly, half-lovingly, as she said, "I wish you would always look just as you did this afternoon. You did look so sweet out of your eyes." "When Lizzie?" "Why! when we did so well, and made you so happy." "So you thought I was happy from the look in my eyes, did you?"

"Yes, ma'am," said Mary R—. "We always know when we grieve you, because you eyes look down, and then sometimes I think you don't love us, because when we look at you or speak to you, you don't see us or speak to us, and your eyes are looking away off." "And Miss E—, blushing as she spoke, "we girls all talked about it when we were out at recess, how sad you look when we are naughty, and how beautiful and good you look, and how happy you seem when we do right, and we all said we would try to be good, and make you love us always."

A few more innocent, endearing words, a cheerful good night greeting, and they left the school-room. But their words did not depart so speedily. The murmur of their voices rang in my ear. With what a painful consciousness did I remember Mary—'s remark that my "eyes sometimes looked way off."

Had my mind indeed ever been so pre-occupied and entirely withdrawn from the duty of the present moment in the school-room, that my scholars had perceived it? What a lesson those words brought me, one which I shall not soon forget.

My mind recalled those words of Cowper:

"His eye was meek and gentle, and a smile
Played on his lips, and in his speech was heard
Paternal sweetness, dignity and love.
If e'er it chance! as sometimes chance it must,
That one among so many overleaped
The limits of control, his gentle eye
Grew stern, and darted a severe rebuke."

Teachers too often forget the power of the eye. If we used this power as we might, should we not have greater ability to fix the

attention, to restore the ill-natured to good humor, to quell the first risings of insubordination, which first reveals itself by means of the quick, fiery glance? We have all had the opportunity to visit school-rooms where more effect was produced by the quick, suggestive glance of the teacher, than by many words from the lips of another. Even now, I call to mind various occasions when I have seen the pupils in one of the most celebrated institutions of our State, almost electrified by the presence of one of its instructors, who possessed this power in a high degree, without the utterance of a single syllable.

Let us think of this, and never fail to bestow a glance of commendation when it is worthily earned, to let the eye gladden with sympathy when it is needed, or withhold the stern glance of deserved rebuke, which may work a greater change than harsh words, and add strength and effect to our discipline.—*Connecticut Common School Journal.*

Bad Spelling.

Some years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects except in *spelling*. On account of this deficiency he was rejected. —See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which by good investment might have accrued from interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in the position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence, so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town received a business letter from an individual who had contracted to supply him with a large quantity of stock; but so badly was it spelled, and so illegible the penmanship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in reply; and yet, so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss; a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; for, said he, "I am liable to lose more in this trade alone, than I can make in a lifetime with him."

A gentleman who had been a book keeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many excellent qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his book. The position would require him to attend to a portion of the correspondence of the office, and it was thought that incorrect spelling would not insure the company a very excellent reputation for their method of doing business, whatever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to an advancement to honorable station.—Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrence.

A young teacher had received assistance from a friend in obtaining a school, and wrote a letter overflowing with gratitude to his benefactor, but closed it thus:—"Please *except* (accept?) my thanks for your kind favors in my behalf."—*Mass. Teacher.*

Hintings.

It is proposed in the following article to give a few practical hints about the instruction of boys, which may be accepted, rather as the result of actual experience, than as the statement of a labored theory. The first obvious duty of the teacher is to ascertain the capacities of the children who are submitted to his guidance and