

The *British Weekly* is publishing a number of letters from correspondents on "Working Men and the Churches." In a recent issue a workingman expresses the belief that one cause of the alienation of men from the Church is found in the Sunday school. A large proportion of the working population passes through the Sunday-school, and if the affection of the children is not gained, it will be impossible to gain these persons when other cares have twisted themselves about them. Sunday-school methods are at fault, he thinks. "Those who can do nothing else are asked to 'take a class,' and the children have to endure it. While this branch of work is treated thus, is it any wonder that boys and girls are glad to escape, and, having gone, are swelling the number of the indifferent? We call the Sunday-school the 'nursery of the Church,' and yet we put there to do the nursing men and women whom we consider too clumsy to take the collection at our ordinary services." There can be no doubt that our Sunday-school methods need to be greatly improved.

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"How do you teach spelling?" asked Miss A. of Miss B., the senior teacher in the village schools.

"Well," she replied, "I think some learn to spell by sight, and some by sound, and some by combination of the two. That is, we recognize the correct or incorrect spelling of a word just as we do a correct or an incorrect picture of a man. If a letter is gone in one case or an arm in the other, the picture is imperfect."

"But how does a child first come to know a *correct* picture of a word?" asked Miss A.

"By frequently seeing it and writing it. In reality he learns words as he learns faces."

"But are not some children very dull about perceiving and remembering exact forms?" again queried Miss A.

"There is no doubt about that," was the reply, "and so also in the recognition of sounds and their proper order. Some people never know one tune from another, and they easily forget the order of sounds in the spelling of a word."

"Miss B., please tell us how you have your class study and recite."

"My grade you know is third year. My methods might not be adapted to higher grades, but this is what I do. I write the word on the board, and have the pupils begin their study by spelling and pronouncing each word three times in concert and aloud. This is the *ear* work. Then they spend fifteen minutes in writing the words on their slates, copying from the board. This is the *eye* work. Then they recite by erasing the words from their slates and writing while I pronounce. While doing this the words upon the board are covered by a small curtain that slides upon a wire.

"After the spelling I pass around and mark the misspelled words, then draw back the curtain, have the slates cleaned, and the missed words reviewed by writing them several times upon the slates, after which the pupils come to me singly and spell the words orally. Then about once a week I give for a lesson only those words that have been misspelled"—*Intelligence*.

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The elective system is excellent for those who are born with a manifest destiny toward some particular line of work. It is safe to grant its privileges to geniuses, to exceptionally bright and thoughtful pupils, and to those who are fully amenable to the influence and advice of espe-