

Not at all; for word and idea are one, and speaking and thinking are not to be disconnected. "Given the word, to think of its meaning," is not an operation which the pupil has to learn; he does it of himself and has always done it. But to speak, without joining an idea with it, the pupil has to learn, and that too in order to unlearn it afterward with much trouble.

**11. Why is it important never to read meaningless syllables and unintelligible words?**

Because the pupil will read in future as he is taught to read; therefore, he ought to get accustomed from the beginning to seek in all that he reads a proper idea. Every thing not essential, particularly all that would embarrass the first instruction, should be put off to a later time. It is not necessary to proceed from the easier sounds to the more difficult, for the child pronounces all with equal facility; but it is good to begin with the easier letters, so far as their form is concerned, for example, o, i, s, f.

*Reading by itself.*

Reading may be divided into (1,) mechanical; (2,) logical, (intelligent,) and (3,) asthetical, (feeling.)

**12. Are these grades strictly to be kept asunder?**

No; reading must never be merely mechanical, without regard to the understanding; with logical reading, mechanical ability ought at the same time to be advanced; nor should reading ever be without feeling; and with asthetical reading, both the mechanical and the logical processes should be practiced. The first belongs, in a common school, to the lowest class; the second, (logical,) to the middle, and the third to the highest class, i, e., they are preëminently to be attended to in those classes.

**13. Wherein consists the mechanical ability of reading?**

In a quick survey of the written or printed matter, and in the ability of representing a row of letters by the right sounds, syllables and words.

**14. How is this ability best acquired?**

By frequent class-reading, which must alternate with single reading, so that the former is always preceded by the latter, which must serve as a model. Single words and sentences are to be repeated, until they are readily pronounced. The teacher, by his accompanying voice, directs as to right pronunciation and accentuation.

**15. Wherein consists logical reading?**

In that the understood contents of a piece are emphasized in conformity with that understanding.

**16. When does the pupil understand the contents?**

When he knows the meaning of the words, and the meaning of their relations in the sentences.

**17. When does he understand the meaning of the words?**

When he knows the signification of the derived and compound words by the meaning of their elements, and when he well distinguishes between the proper and the figurative meanings of the same.

**18. Should the exercises in the formation of words, and such as help to understand the rhetorical figures, be practiced in the reading lesson?**

They should be combined with grammar, and occur in the reading lesson only so far as is necessary for understanding the words.

**19. When does the pupil understand the relations within the sentence?**

When he knows how one conception (of a word) refers to another; the different conceptions (words) to the speaker; one idea to another; and the different ideas to the speaker. It is sufficient for the pupil to understand these relations without having a conscious insight into them. An analysis of the conceptions and expressions belongs to the grammar, not to the reading lesson, in order not to spoil the pupil's employment of the contents, etc., etc. (The rest has more particular reference to the German language.)

(To be continued.)

**Remedy for Irregularity of Attendance.**

It is a fact that four-fifths of all the "tardy" and "absent" marks, in most of our schools, are confined to one-fourth the scholars; and thus we prove the habit is of the few, and not of the many, and that, on that account, the reformatory means employed can not be the same as if all were alike in the matter.

If scholars love study at all, they will be induced to be regular; but if not do not allow a scholar habitually irregular to remain in a class where he always stands at the foot; put him in a lower class, no matter how low, until his lesson is so easy that he can keep up with his class if he is sometimes absent. You thus rid your-

self of the disadvantages to the school. But if the scholar is still idle, and prefers remaining in a lower class, force him to study with diligence in some other way than by taking him into a class where he can not do as well as the others, for it is vastly easier to compel one scholar to study than to bear the loss of time he will cause to a whole class if allowed to be with them.

The following plan is very effective: Let the scholars present in the morning take the back seats, leaving those in front for tardy ones. It has been tried in some of our Eastern schools, and with marked success. The result in one school, of about 140 scholars, was to reduce the cases of absence and tardiness from 40 per cent. to 12 or 15 per cent. This certainly shows some value.

Again: An amusing story told at the opening of school, which need not occupy five minutes, is an incentive to the tardy ones to try to come in a little sooner—especially if the door is closed at nine o'clock and not opened until after the exercise is over.

Again: Scholars should not be allowed to be upon the school premises long before the hour for commencing school, for if so, we find two results, viz: 1. The scholars, being uncertain at what hour they must start in order to reach the school-room at nine o'clock, get into the habit of being too early or too late every day. 2. Because, when a company of scholars come together to play, those who are easily led astray have great temptations, and for a longer time, placed before them, to induce them to play truant, or do some other wrong thing, than if each took his seat as soon as he arrived at the school-room.—*Wisconsin Journal of Education.*

**Give your children Books.**

Books are the cheapest teachers, and often the best. He who would have his children become good scholars and grow up thoughtful and intelligent men should provide them with books: not mere school books, nor learned treatises on religion or government; but books such as children can understand, the *Rollo* Books, *Peter Parley's*, or *Jacob Abbott's* histories, and as they grow older, larger works of history, biography, travels, science and philosophy. Five dollars well spent for books will often advance a family of children, more than a full year's schooling. I well remember with what a wild joy, I once, in boyhood, greeted my father's return from a visit to the city where at an auction he had purchased a bundle of new books. Among them were *Sherwood's Stories*, *Robins' Journal*, and two volumes entitled *Scenes in Asia* and *Scenes in America*. How through the long winter evenings I pored over those books! How the mind swelled with the new ideas it drank in! How I spelled away at the hard words, conquering in my zeal whole hosts of difficulties in the art of reading; and, better than all, kindling a thirst for reading and knowledge that lured me on and on, till I had mastered a course at college.

I do not mean to deny the need of school instruction; but the training of the schoolroom will be robbed of half its difficulties, and multiplied greatly in its results if children are provided with books which will interest and instruct them.

If you are too poor to buy books, set your children upon earning them for themselves. Give your boys some vacant corner of a field where they can raise a few bushels of corn, or allow them wages for any extra labor they may perform. Their work will be lightened and their souls enlarged by the efforts. So let the girls be permitted to earn a penny now and then, and when you go to town buy them good books. Better every way is such expenditure of the little sums your children will get than that of buying a sheep or calf or any other so called prudent investment, which engages them thus early in the mad chase for riches which makes the world so hard and selfish.—*Michigan Journal of Education.*

**POETRY.**

**THE TEACHER'S GRAVE.**

Out where the night wind mournfully  
Sighs o'er a group of faded flowers,  
And where the lone and timid bird  
Is piping thro' the starry hours;  
Where Autumn, o'er the tufted green,  
Hath scattered sad and sombre hues,  
And leaves are nestling in between  
The lonely graves—these touching views  
Point to an humble mound of earth,  
Greened o'er by two light-footed Springs;  
There lies a casket, from whose depth  
A shining gem hath taken wings.