

School secretaries in cities and towns state that it is a common occurrence to receive letters from teachers offering to teach for nominal wages, regardless of whether there is a vacancy or not. It is to the credit of these boards that no attention is given such offers. There is little danger of the direct effect of such applications to intelligent trustees. The danger lies in the influence upon ignorant and grasping school boards, who are prone to quote the lowest offer. It has a depressing effect upon all salaries.

There are many hard working teachers who take an active part in Sabbath school work, and it is greatly to their credit. Trained teachers do the most effective work in any school. In most cases this work is done from a sense of duty, but in not a few localities it is exacted almost as a matter of right, and teachers are urged against their real desire. It is my own opinion, after some experience in such work, that the teacher requires Sunday as a day of rest more, perhaps, than any other person.

For the REVIEW.]

#### Bad Spelling—Diagnosis, Treatment.

Too often when we are dissatisfied with the results of our teaching we lay the blame on our text-books or our methods. We think we have clear ideas of the perfect text book or the perfect method, and we criticize the imperfect examples before us. If we would more frequently give less attention to books and methods and more to boys and girls we would be more successful. Teachers who speak from full experience, consciously or unconsciously, compare books and methods with the needs of boys and girls. Psychology (though in many respects it has been unable hitherto) should present a systematic account of the character and development of the pupil's mind; and thus enable the educational critic to compare methods and books with the requirements of the developing boy directly.

Let us look at a defect in our present educational results, much complained of and apparently despaired of by the critics of the age that is here and the praisers of the age that is past.

Bad spelling, so far as it is the result of little or no training, is for the present left out of account. Let us confine our attention to the bad spelling that appears in the work of boys and girls who have taken the ordinary course in the public schools. Let us diagnose this disease or defect so that we may localize it, point out its causes, and suggest proper treatment. Let us attempt, for the nonce, to play the part of an educational physician or perhaps pathologist.

The pathological specimens at hand are unfortunately few. You will find them arrayed in all their picturesque horror in the EDUCATIONAL REVIEW, June 1895. They were collected by an examiner, "S," from the papers of candidates for university matriculation. There were thirty-seven possible chances of disease. In thirty-three cases the chances were seized. The number of incorrect forms per word varied from one to eight.

The incorrect forms may be divided roughly into four groups:

- (a) *Peroid, brakefast, conceed, excede, procede, predujice, braed, phropeey, releive, and Thomspen.* (The last four being taken from another list.)
- (b) *Purpos, requisit, excedency, clined, inmortality, emmerged, eclesiastical, and emphasiz.*
- (c) *Spetacle, propospersous, exchaquer, ambiguity, pre-dudice, and practible.*
- (d) *Harast, exalency, cisim, pregidestandsalarity(celerity)*

In the *peroid* group all the necessary letters for each word are given, but the order or sequence of the letters is incorrect. The general form of the words appears natural though the details are slightly irregular. In the *purpos* group a letter has been omitted or inserted or substituted, but the sound of the word has been unchanged. In the *spetacle* group letters have been omitted, inserted or substituted without greatly altering the general appearance of the word, though the sounds have been materially changed. The *purpos* group offends the eye slightly but not the ear. The *spetacle* group offends the ear materially and the eye but slightly. The *harast* group seriously offends the eye but suits the ear.

These are the pathological specimens which we are to examine from the standpoint of the educational physician. Where is the disease?

Sir Joshua G. Fitch says: "The person who spells well is simply he who carries in his memory a good visual impression of the picture of the word as it appears in a written or printed book." (Lectures on Teaching, p. 213). A clear and distinct image of the word as a whole and of its parts is the condition of good spelling. This image is a mental photograph of the word. When the pupil is called upon to reproduce the word he either calls out or writes down each letter as he reads it from his mental image.

There are mental images and mental images. One group comes in through the eye-gate, another through the ear-gate, another through the nose-gate, and so on through the different senses. What kind or kinds of images are involved in spelling?

Sir Joshua Fitch says: "Spelling is a matter for the eye, not for the ear. If it were not that we had to