

dull pupil to be able to make one report of a perfect list during an exercise.

5. After the papers and books are collected, the teacher calls attention to one of the objects, and then requires a pupil to spell its name orally. The teacher so continues until all the names are spelled.

By this mode every pupil may be led to observe the written form of each word with intense attention; the correct pronunciation is associated with every object, with the written, and with the oral name, and the pupils are led primarily to observe and to write words, though oral spelling is also secured.

In a graded school, all in the room may engage in the written exercise at the same time, even if two grades are in the same room. While written spelling on the physiological side comes by repetition, until the correct manual movement is fixed as habit in the nervous centres, on the psychic side spelling comes by training the pupil to observe quickly and accurately the written form.

—ACCORDING to Superintendent Maxwell, of Brooklyn, the teacher should keep constantly in view four objects in giving a reading lesson: First, to secure accuracy in reproducing what is printed, and distinct articulation; second, to have the pupils discover for themselves the thought or sentiment of what is to be read, as well as the naming of particular words; third, to cultivate a taste for what is beautiful and artistic in literature; and, fourth, to cultivate the child's power of language.

—A PRIMARY HISTORY LESSON. The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite