

so that instead of three the democrats will have four places out of the nine on each non-political committee, with perhaps the exception of one or two committees, which are of a quasi political character. The republicans have provided for Senator Davis, of Illinois, by assigning him to the judiciary committee and committees on the revision of the laws. The democratic lists are not yet completed, and therefore no election of committees will be possible before to-morrow. The republican members of the new finance committee will be Morrill, chairman, Ferry, Jones, of Nevada, Allison, and Dawes.

The President made his first appointment outside of the cabinet nominations, to-day, that of Wm. Stone to be U. S. Attorney for South Carolina.

Col. H. C. Corbin of the 24th Infantry has been detailed for duty at the White House, in a similar relation to the President as Gen. Babcock had to President Grant.

General Dix, in resigning the chairmanship of the Union Veteran National Committee, has written a letter in which he says: "To the administration of President Hayes we look with confidence for the thorough reformation of the abuses into which the government has fallen, a firm resistance to the encroachment of those whose province it is, under the constitution, to advise and consent to appointments to public trusts, upon the prerogative of the nominations which the same instrument has confided exclusively to him, and for imposing responsibilities upon the unseemly pursuit of office the perversion of official patronage to personal and party purposes; also for a just and impartial policy in regard to all sections and classes, a policy which shall heal the wounds left by past dissensions, but elevate his administration above the plane of party or politics."

#### FOREIGN.

LONDON, 5.

The *Times* says an association has been formed in Edinburgh for the purpose of purchasing and slaughtering cattle and other stock in the United States and Canada, and for purchasing farm and dairy produce to sell in Edinburgh and other parts of Great Britain.

The *Mark Lane Express* says the winter sown wheat and other cereals continue to present a fairly satisfactory appearance, except in Lincolnshire and the Fen districts, whence the reports are somewhat indifferent, the plant in some places having been entirely rotted by long submersion.

PARIS, 5.—The Marquis de Compiègne, the distinguished African traveller, has been killed in a duel at Cairo. Circumstances unknown.

BELGRADE, 5.—The Bosnians expect an invasion shortly, which they are determined to resist. All males between 16 and 70 have been called out to serve under the holy banner. Fifteen thousand breech-loading rifles have been distributed. It is intended to arm the whole Mohammedan population.

The commander of the Turkish forces in Bosnia has started to concentrate fifteen battalions on the Dalmatian frontier, near Vergovatz. Other detachments have been sent to Turkish Croatia.

LONDON, 6.—The *Times*'s dispatch from Berlin says the primary object of Ignatieff's mission seems to be to induce the powers to cause the Sultan to sign a promise to carry out the reforms within a stated time, or adopt the reform programme of the conference, should he fail to fulfill his promise. The question who is to decide whether the Sultan has really carried out the programme will probably be left undetermined.

LONDON, 6.—President Hayes' inaugural is published in full, and creates a favorable impression.

The *Times* says the greater part of it was of a character that might have been well received by men of all parties.

The *News* says the principles President Hayes enunciates are excellent.

The *Telegraph* says: "We do not imagine that even his candid opponents will complain of the tone and temper of his address, which deals with questions of the highest moment. Hayes speaks with the dignity and frankness becoming a chief magistrate of a great people, and points the way to ends which, if they can be accomplished, will redound to his honor and that of his country."

Japanese troops captured four

steamers from the insurgents of Satsuma at Kumomats. The other provinces are quiet.

PARIS, 6.—In a cabinet council to consider the amendment of the press law, President MacMahon said he must insist on the retention of the clause relative to the defamation of foreign sovereigns.

The committee of the Chamber of Deputies on request of the government for authority to prosecute Cassagnac, decided to grant the request. They previously examined Cassagnac, who declared that he never had any intention to insult the Chamber.

### Correspondence.

#### SPELLING.

Editor Deseret News:

How to teach spelling still remains a problem, and learning still remains a task and will to the end. The philologist can hardly undertake a more difficult or more hopeless task than that of reducing English orthography to anything like uniformity and at the same time make it tolerable to the generation or two who will be compelled to know both the present and the reformed ways during the period of transition. However desirable a reformation may be, it will not come in haste, and the present generation must learn the current orthography, and the question constantly recurs how to teach it.

Many of our teachers pay too little attention to this very important branch of an education, hence a few suggestions upon the subject will be opportune.

Spelling, for the ordinary pupil, cannot be learned *without work*. A few seem to spell, as a few seem to read or to sing, by gift of nature, but they are very few. For most, spelling is the result of much study. The irregularities of the language impose this necessity upon very nearly all, and there is at present no escape. We may much prefer to be studying nature or to be studying algebra; but if we would spell correctly and be sure that our letters and other writing will not disgrace us in this respect, we must pay the cost, we must learn the spelling lesson, and we must practise till we are perfect. The neglect of this will account for some of the poor spelling prevalent in our schools and elsewhere; spelling is not practised in such a degree and with such exactness of requirement as to make safe spellers.

Spelling, like anything else, is best learned by children when special and sole attention is given to it. Spelling, if it be only a part of an exercise, one of several things attended to, will make but slight impression. Grown up students may make spelling an incident in connection with other lessons; a class in physiology may have a spelling lesson in the terms of the science, as incidental to physiology; composition and every written exercise should make spelling an important incident, but children as a rule, and children of quite large growth will learn spelling only by attending to it as *spelling*. A set lesson, in which spelling is the only test of merit and is the only thing required, a lesson in which attention is fixed sharply on this one point, is essential for children.

If spelling is not learned in early life it is scarcely ever learned thoroughly. Particularly is this the case with those whose training in youth neglects this for all things. They are good spellers, and they only whose attention is called constantly and sharply to the form of words while they are getting their vocabulary and are first coming into contact with written words as signs of ideas. Children now learn words as wholes and then separate them into letters. In this way they very soon learn to recognize in other words, not yet taught to them, the combinations which their eyes and ears first, and then their tongues, have already been made familiar with, and so are constantly reading and spelling ahead of the teacher's lessons. They learn to jump at pronunciation and meaning, and very early in the process of reading and spelling astonish the teacher by knowing much more than has been taught. It is not possible if it were desirable, for the teacher to keep the spelling and analysis and definition lessons, and what other lessons it may be the practice to connect with the acquisition of new

printed words in the first stages of book learning, abreast with the child's own acquisition of a vocabulary. He will learn words in their use and in their meaning faster than the teacher can possibly furnish them in the usual manner of giving lessons, and he will learn them accurately, so as to know them and so as to reproduce them to the ear and to the eye in reasonably certain apposition to the exactness and accuracy of the attention which he is compelled to exercise on such as form the material of his daily drill. That is, he will speedily and accurately extend his spelling lesson and his pronouncing lesson to words which are similar or analogous to those which his lessons have fixed in his eye and ear. If these organs and his memory are drilled to see, to hear, and to remember some words just as they are, he will for himself see and hear and remember many more, and if the drill is kept up long enough he will be a reasonably safe speller; but if this process is not begun early and persevered in rigidly during the first years of school life it is hardly possible that the child will ever learn to spell. The sharp sense and the ready verbal memory of childhood seem to be almost essential to the learning of this art. At the present time, the almost universal method of spelling lessons is the written. The argument is good and the practice should be in writing. The argument is good and the practice is good. It is possible, however, to overdo this, or rather to neglect another aid. It is true that we need to see a word just as it is in order to write it in the same way ourselves; do we not also need to hear it just as it is for the same purpose? If both ear and tongue are accustomed to scrutinize words, and both pencil and eye are habituated to reproduce them, the habit of accuracy may have two points of attachments instead of one. We do not want to make the written spelling less abundant, but the oral a little more so.

Shall our children learn by rule? If the language would conform to rules, this would solve the question, but it will not till the reform comes. Scarcely any rules, which are not more confusing and misleading than helpful, can be given. Three or four, perhaps half a dozen, may be of help, but beyond this they are almost worthless. For example—to determine which of the two letters of the diphthong *ei* precedes the other, we are told by some that if the preceding consonant has an *s* sound, *e* comes first; this will spell many words and would be a great help but for such bothersome exceptions as *siege, sieve, financier, &c.*, and if there were not so many words in which *e* comes first, though the combination is not preceded by an *s* sound; as *foreign, reign, vein, neigh, &c.* Kerl says, *always eei*; how then about *deficient, proficient, sufficient, conscience*, not to say *glacier* and *species*? Many of the rules for spelling are like the returning board commission, about 8 to 7, and others about 7 to 8 in their favor, there being about as many exceptions as there are words under the rules.

A principle of arrangement of a spelling book may be found in the classes of errors almost universally made. These are the interchange of alphabetical equivalents, double or single consonants, the vowels of obscure or unaccented syllables, and words of similar or nearly similar pronunciation. For example: the child does not know unless he knows—that is, he cannot guess, or determine by any rule—whether to write *s* or *c* in the last syllable of *supersede* and *intercede*, one *g* or two *g*'s in *maggot* and *fagot*, what vowel to write for the second syllable of *separate* and *origin*, and whether to write *beach* or *beech*, principal or principle, as detached words, undefined. If he were drilled in miscellaneous collections of words, a rule being thrown in now and then where a really helpful one can be made and a foretaste being offered of the way in which words are made from other words, just enough to suggest that a very inviting field lies not far outside of his spelling lesson, and not neglecting a full collection of phrases containing homophonous words, would he not be taking about as direct a road to correct orthography as can be found? Thus: if all the words, or a good share of them, containing *ei* and those containing *ie*, and those which have two *n*'s or *g*'s and those having only one, and those which double the consonant

or drop the final vowel on undergoing some modification, etc., were put together, and were followed by a collection of those which cannot be made to go together under any general rule or principle, and if it were made up of spelling lessons only, would not the ordinary teacher have a good spelling book?

But let it be repeated that faithfulness and persistency of drill, on some plan, is essential, and that, as a rule, boys and girls who are allowed to spell inaccurately or to neglect it altogether will not spell correctly. The way to learn to spell is to *spell*.

O. H. RIGGS,  
Ter. Supt. of Dist. Schools.

#### SPELLING.

SALT LAKE CITY,  
March 4th, 1877.

Editor Deseret News:

I observed an article in your columns yesterday from Supt. O. H. Riggs on the subject of spelling, in the course of which he remarks that the present system of spelling is difficult to learn and requires a great many rules, with a corresponding number of exceptions to those rules, and that it cannot be learned *without work*. He might have added that it will require this work to be continued diligently for at least two years out of every ten allotted to education, and that at the expiration of that period the pupil, in nine cases out of ten, will not be a safe speller. He will then have such orthographical relapses that a Webster's Unabridged Dictionary will become an absolute necessity, and additional time will be consumed in consulting that work in order to secure perfection in spelling that portion of the one hundred and fourteen thousand words of the English language which he may deem necessary to convey a correct understanding of his ideas. When it is considered that so much time and labor are necessarily, at present, expended on this subject, with such meagre results, by each individual of an educated community, and when it is conceded by our professors on all sides, that the present system of spelling is erroneous and indefinite, why do we perpetuate it? Why entail all this useless labor upon posterity? If the system is wrong, why not abolish it? I know some of the arguments that will be used against its discontinuance, i.e., that it will take so long to complete the reformation, but if it is to be done, as many admit, why postpone its commencement? Shall we be better prepared next week or next year, or do we wish to shuffle off the responsibility ourselves, that others in some succeeding generation may assume? Again, we are told that our present literature would be lost to those adopting the new system, but few of this generation will lose this literature, for its system is already learned, and for those who come after us, will the change be greater, in say Pitman's phonetic system of spelling, than the change from the old English of the eleventh century to the present style? In A. D. 1087, we find passages like the following—

"Thissum thus gedone, se cyng Willem cearde ongean to Normandige. Reowlie thing he dyde and reowlicor him gelamp. Hu reowlicot? Him geyfaylade odh that him stranglice eglade."

Which translated reads, "This being thus done, the king William returned again to Normandy. A rueful thing he did and a ruefuller befell him. How ruefully? (literally). He to him grew ill till that it strongly ailed him."

Some passages of our mother tongue might be quoted of several centuries later date without much improvement on the foregoing. I think the two passages given above are not less dissimilar than the same would be in the phonetic system of Pitman and our present one. And yet this passage is taken from some of that sacred literature of the past which we are forbidden to transpose! But this literature need not be lost. We can obtain lexicons to decipher the past and, if deemed necessary, for the present system, which will, at any time, be easier to learn than another language (and many persons do not consider that too much trouble in pursuit of information). But admitting that we should require new type, new books, etc., can we not obtain them? Will it grieve the paper-maker, the type-founder or the publisher to inaugurate such a demand? And as to the expense to the community, will it not be more than counter-balanced by the time

and means saved, which is now annually expended, with so little profit, in acquiring an imperfect knowledge of the present cumbersome and incongruous orthography?

PHONETIC.

Cold—Hard Times—Baptisms.

FAIRVIEW,  
Buncombe Co., N. C.,  
Feb. 25th, 1877.

Editor Deseret News:

After the long spell of cold weather, for which people were not prepared, and by which they consequently suffered a good deal, I hear a good many complaining of hard times, and that there is no prospect of its being any better at present.

People are expecting something, they hardly know what, but it is hard to make them understand the way of salvation, that they might escape the destruction of the wicked that must surely come upon them. A few have been baptized here, and a good many more believe the principles of the gospel of Jesus Christ, and I pray God to enlighten their minds, that they may accept of the same.

I remain, &c.,  
WILLIAM PARSONS.

Building—Municipal Election—Theatrical.

BRIGHAM CITY,  
March 6, 1877.

Editor Deseret News:

Building was commenced in earnest at the opening of this month. It is expected that the new Tabernacle will be completed before next winter sets in. A splendid brick building, to be used as a titling office, is under course of erection.

At our municipal election yesterday, J. D. Rees was elected mayor; R. L. Fishburn and J. Bywater aldermen; A. Nichols, H. P. Jensen, E. A. Box, A. Christensen and C. C. Loveland, councilors.

"A Bird in the Hand Worth two in the Bush," was performed here on the stage, on Saturday eve, for the benefit of Mr. A. Thorne. The house was crowded. Messrs. A. Thorne, E. A. Box, P. F. Madsen, R. L. Fishburn and D. Burt, as well as Misses Parintha Snow and Huldah Jensen, took the principal parts in the performance.

Most Respectfully,  
A. C.

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