

PART VII. contains selections for dictation lessons. They should be memorized by the pupils. They may thus aid in the training of language and character.

Part VIII. is devoted to etymology.

HINTS ON TEACHING SPELLING.

When should Pupils begin to Learn to Spell? —

There should be no *oral* spelling, or *written* spelling either, *from memory*, during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By *copying*, COPYING, COPYING. By copying in script well-written sentences set by the teacher on the board. Sometimes these sentences may be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

Assigning Spelling Lessons. — The teacher should not merely say, "Prepare the tenth lesson," or, "Your dictation will be the first twelve lines on page 24." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the blackboard, and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

Preparing Spelling Lessons. — We wish to teach the forms of the words, not their sounds. Unfortunately, the forms of words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the *eye*, and not the *ear*. It is perfectly clear therefore that the art of making good spellers consists in teaching pupils to see words accurately. The London Times once said, "Spelling is learnt by *reading*, and nothing but