

the principal vowel sounds and are the key to all new words. Thus we have the new word "pound." We spell our typical word "found," change it easily to "round," and the next and final step, though more difficult, is readily taken. Children delight in the rhyming process, and once comprehending the value of the letters will ring the changes on every one of these twenty words. Finally I spell slowly a few words, entirely new each morning, letting the children construct the word. Thus, f-l-a-m-e. "Flame," shouts Walter. "How did you know the 'a' was long?" I ask. "I thought so because the 'e' was at the end," is the answer. A little later we shall study syllables for a few lessons, so that they may not, as did a recent graduate of one of our high schools, divide the word "enough" with the hyphen between the "o" and the "u." Then by the beginning of another year, they will be practically able to resolve any new word into its elements and to pronounce it approximately at least. This is somewhat heterodox, I know, but it has worked well, and I hope before long to see my scheme carried out in a practical primer and first reader.—*The Teacher's World.*

—In connection with the subject of the preceding article, the following "Spelling Exercise," from the *Popular Educator*, may not be out of place:

1. Call attention to several objects and have pupils give their names. If pupils cannot name the objects selected, the teacher should lead them to notice the characteristic of each before giving the name.

2. Papers or blank books are distributed for spelling, and pupils are required to write the date of exercises above the space to be filled with written words. If papers are used, the name of each pupil should be written on his sheet.

3. The teacher writes the name of an object on the board, the pupils observe it a few seconds, and then the teacher erases it, requiring the pupils to write it.

4. When several words have been written, the teacher pronounces and spells the words, each pupil checking misspelled words. The teacher then calls for report of success.

"Those who have all correct raise their hands." "Those who have missed one word," etc.

It is well to break the exercise into three parts, by giving the correct spelling and calling for reports after each third of the lesson is spelled. It is a great encouragement to a