

and Fourth Readers. Part V. may be studied or used for reference, but most of the information should be possessed by those leaving the Public School.

In "learning spelling" pupils do not always know how to proceed. They should be shown. In so far as spelling is a matter of memory of written form, pupils should be taught *how to perceive* in order to remember. A pupil gains very little by repeating over and over again the names of the letters of words; nor will he make great advance if he follow the absurd and censurable procedure of writing out the words fifty or one hundred times. Spelling is a matter of memory, of phonic synthesis, and of reason. Because of this, there must be much observation of written forms (looking, copying, imaging), exercises in phonic combination, and a living knowledge of a few guiding rules. The words in Part IV. of this book do not include those that can be spelled by simple phonic synthesis; as, TABLE, HOUSE.

*A teacher cannot depend for good results upon the spelling lesson alone; he must exercise supervision in every exercise of the school. And what is true of spelling is true of punctuation, pronunciation, paragraphing, penmanship, etc.*

It is believed that the use of this book in the school-room will demonstrate the great advantage of systematic instruction over incidental teaching in such matters as are herein considered.

