

with propriety and ease, all the elementary sounds, and most of the difficult combinations. Several have adopted this plan, which is an excellent one; *pronunciation cannot be taught too early*. Most children fall into a *monotonous* habit of reading, which cannot be too speedily remedied. The best way to break a child of this, is make him read *dialogues*. If the dialogue alternates briskly, he pupil, by personating both speakers, will, particularly if he feels an interest in the subject of it, soon learn to change his tone, and vary his manner.

ORTHOGRAPHY:

TEACHERS, instead of occupying the time of their pupils in the useless drudgery of committing to memory the uninteresting, and endless columns of a dictionary, or spelling-book, are strongly recommended to adopt the improved method of teaching ORTHOGRAPHY, namely, by DICTATION. It is simply this: The teacher reads a sentence from a book, or dictates one of his own composing to the pupil, who either writes it down verbatim, or merely spells the words as they occur, as if he were writing them down. This PRACTICAL PLAN of teaching orthography, does not, however, entirely supersede the use of spelling-books. There should at least be a TEXT-BOOK on the subject, which the pupil may be made to consult, when necessary, and to which even the teacher may occasionally refer with advantage. This text-book should contain either in columns, or in sentences formed for DICTATION, almost all the words in the language which are liable to be mis-spelled,* such as:—

1. Words similarly pronounced, but differently spelled.
2. Words similarly spelled, but differently pronounced and applied.
3. Words spelled and pronounced alike, but differing in signification.
4. Practical rules for spelling.
5. All words of unsettled orthography.

* Such a Text Book has been supplied by the author, under the name of "The Spelling Book Superseded, or Exercises on Orthography, Etymology, and Verbal Distinctions."