

said, however, that although spelling is only a small part of complete education, one who cannot spell is regarded as an ignoramus. Some learn spelling with much more difficulty than others, but it must be learned in either case. Notoriously poor spellers almost invariably claim that it is not natural for them to spell, and this very idea is the principal cause of their deficiency, for they offer this as an excuse for all errors, and therefore, never correct their mistakes.

Attention is directed to a series of spelling lessons which we have prepared and which will appear for some months in *The Outlook*. The words have been selected with great care, two considerations having been constantly kept in view; first, that the word be in common use, and second, that it be one liable to be misspelled. No word has been selected simply because it is difficult. The spelling of English words is, at best, so arbitrary and inconsistent, that learning to spell only those words which occur in everyday life is a task of sufficient difficulty, without studying the curiosities of the language. Words of unsettled orthography have been omitted, except those of special importance. The first of this series of spelling lessons appears in another column.

An accurate understanding of the meaning of words and the ability to use the right word readily at all times,

is one of the rarest of accomplishments. To assist in attaining this desired end, it is evident that advanced pupils at least, should study not only the spelling or forms of words, but also the words themselves, their real significance and application. It is certainly an absurd waste of time and labor for advanced pupils to study the spelling of words, without having any knowledge of their meaning or use. The importance of understanding the meaning of every word read should be impressed on the mind of the pupil.

Another very important branch of the study of words is pronunciation. Many words are misunderstood, misapplied and misspelled through a lack of knowledge of their proper pronunciation. The saying that "he who never makes a mistake the second time never makes a mistake," is particularly applicable to the object of spelling; for one who makes it a rule never to misspell a word but once, will soon never misspell a word. Even the poorest spellers do not misspell every difficult word, but usually only a certain limited class of words; and the chief end and aim of spelling exercises should be the permanent correction of these errors.

When anything funny occurs in the schoolroom do not deem it beneath your dignity to smile or even laugh. Let your pupils enjoy a good laugh when there is occasion for it.