

described list. Again, in the long vowel sounds the difficulties are endless; the same sound being represented in so many different ways that it is a marvel to master them at all. To illustrate: *Blue, to, too, two, who, shoe, you, ewe; lieu, view, new (knew); no (know), sew, beau, toe, owe, oh, dough, goat.* Again, the choice between *ee* and *ea*, as in *feed, read*, is extremely puzzling. What a boon to our children it would be, to rid spelling of such peculiarities as these!

"Finally," he says, "I would suggest a separate list of those puzzling small words, which though constantly used in writing are yet so frequently misspelled. Among these may be mentioned *to, too, there, their, hear, here, any, many, much, such, which, those, whose, and does.* In all such a list need not include more than 150 or 200 words. As these words cannot be too often brought to the notice of the child, the drill should be begun as early as possible, and continued throughout the entire course."*

Can these ideas be applied practically? We find three fundamental principles underlying the methods of teaching spelling:—(1) The principle emphasized by the new education, that words must be learned in connection with their use as expressing thought, (2), the principle that words should be graded according to difficulty, and (3), that waste of time should be eliminated. Let us begin with the third. How is waste of time to be eliminated? Can we be sure that a very large percentage of words will spell themselves? I believe the key to this lies in teaching reading by the phonic method. It has been charged that the phonic method makes poor spellers. Dr. Rice found that some of the best results were obtained "where the phonic method had been employed; that, in fact, the phonic method had long formed a feature in the cities where the highest averages were made." Pupils taught by the phonic method acquire principles which are applicable to a very large number of words, unphonetic as the English language is. They are taught not only to perceive, but to apperceive, and "it is what is apperceived rather than what is perceived that educates." They are at the same time gradually introduced to words that are not phonetic, and by the time they have reached the age when spelling may be taken up