

unless strongly appealed to when each combination was held up. This lapsing, moreover, occurred in schools where the spelling had been taught almost wholly by appealing to the eye. So strong a tendency as this is significant and suggests that it be turned to use in learning to spell; not that it be repressed, thus making, I believe, additional difficulties not only for the pupil, but also for the teacher.

Spelling is a very arbitrary matter, and yields to but slight extent to the logical and causal helps which are employed in teaching other subjects. Motor elements, it is well known, are important elements in association, and with so arbitrary a subject as English spelling, every aid in strengthening the association should be employed. From the experiments made, and the verification of the conclusions in actual school application, I am convinced that the motor apparatus used in speech should be employed, to a large extent, in teaching spelling. All preparation of words to be written should be oral preparation, and very careful preparation at that; particularly in the second, third, fourth, and fifth school years. Writing should be the final test, but only after careful preparation orally. And in that preparation the letters should be grouped into syllables, and the syllables pronounced according to the method of a generation ago. The poor results, now so common in spelling, would thereby be greatly bettered. In the end, time would be gained, and the pupil rendered better to help himself.

The method of leading the pupil to grasp the word as a whole through the eye has made confused spellers of large numbers of children. With some, however, it has produced excellent results. The tests show, that in the employment of this method many children seize the first and the last letters of the word, but leave out some of the middle letters or mix them. The naming of the three, four, or five letters, as the case may be, that constitute a syllable, and then attaching a name to these grouped letters, thus binding them into a small unity, aids the pupil to a remarkable degree in remembering the combination. And the putting of these small unities together into the larger word-unity gives the pupil a synthetic power to this end, and makes his progress more rapid and easy on the long road he must traverse in learning to spell. There is very little, if any, value in oral spelling which consists in naming one letter after another throughout the word; as, for instance, super-