

analysis of words into the simple sounds which compose them, and the representation of these sounds by their appropriate letters. The English language, however, does not conform its spelling to the phonetic principle, since many letters composing words are silent, while others represent more than one sound, and many sounds are represented by more than one letter.

Oral spelling should precede written spelling, because the pupil must know how to spell the word orally before it can be written properly. With a class of beginners oral spelling may be commenced by giving single words, and after these have been spelled correctly they may be combined into short phrases. In these classes the words spelled should be limited to those contained in the reading lessons, or the names of familiar objects. After the pupils have learned how to spell these words, both singly and in phrases, they should be required to write or print them on their slates, and those exchanged, so that no pupil shall have his own. In correcting these exercises, the teacher should call upon one of the pupils to name the first word that is found mis-spelled in the exercise which he has corrected. This word should be written on the black-board by the teacher, with the spelling of it the same as on the slate; the pupil should then give the correction, which should also be written on the board, so that the whole class may see and decide which is right. If the word be mis-spelled in both cases, the class should be asked to give the correct spelling, and failing in this the teacher should make the necessary correction, and require the class either to repeat it a number of times or write it, as may be deemed best. In oral spelling, the words given should be pronounced clearly and distinctly and in a natural tone of voice, without any variation from the ordinary approved pronunciation. No word should be pro-

nounced more than once by the teacher, and pupils should be required to divide words into syllables, though not to pronounce each syllable separately. Pupils should be required to pronounce the words or phrases before spelling them. In the junior classes it is advisable to allow the pupils to copy exercises in spelling from their books until they have made sufficient progress to enable them to write from dictation with ease.

The introduction of exercises in oral spelling to the more advanced classes, from time to time, will be found of great service, inasmuch as a greater number of words can be spelled in the same time. It is by the frequent spelling of the same word that the order of succession of the letters composing that word is impressed upon the memory. Dictation, however, should always be used as the principal method of teaching this subject. One of the most important features in connection with the teaching of spelling is the proper correction of errors. Indeed, too much care cannot be taken in this respect, for it is by this means that the pupils learn wherein they are most liable to make mistakes, and by correcting these, they in time become good spellers. In all cases, after the pupils have learned how to spell a limited number of words, oral spelling should be given by phrases, these phrases repeated by the pupils and then spelled. In this manner it will serve as an introductory exercise to written spelling, and enable the pupils to retain in their memories, whole phrases, while writing them. As the number of words likely to be used by the majority of pupils in after life will be limited to the words used in ordinary conversation, the names of things used in every day life, such as the commodities sold in the different shops, the names of tools used in husbandry and by tradesmen, it would be well to give dictation exercises in