

with an *a* after the *t* by calling the attention of a class to the fact that of the two words, *existence* and *resistance*, the former begins with *e* and ends with *ence*, while the latter does not begin with *e* and ends with *ance*.

*Exchanging Slates.*—A great advantage arises from having pupils exchange places at the blackboard, or exchange slates in correcting work. It makes a pupil critical to observe the mistakes of others, and thus at the same time aids their own spelling. Proof-readers, the best spellers in the world, gain their efficiency largely by this process of criticism.

*Syllabication.*—Exercises in dividing words into syllables of which they are composed are valuable, not only in teaching pupils to divide words properly, but also in training them to observe closely the relation of different parts of words.

*Groups of Words.*—Some teachers oppose the use of a spelling-book. In such cases the teacher must, of course, originate a substitute. In doing so he should group the words according to some analogy, and dictate them to pupils, so that they may be copied into blank-books for future use. There is, however, great waste of time in collecting words where no book is used, and still greater waste where words are grouped without system, and the pupil compelled to study and spell at random as the words may be called from reading-lessons. The fault lies not in the spelling-book, but rather in the fact that many who use it are deficient in their methods of teaching.

*Phonic Spelling.*—Pupils should be required to spell words both literally and phonically. A word is spelled literally by naming the letters of which it consists in their proper order. For instance, c-a-t is the literal spelling of the word cat, while the phonic spelling of the same word would be properly represented by k-a-t. To say that the former, c-a-t, spells *see eighty*, is absurd. The mistake arises from either an ignorant or a perverse misunderstanding of the difference between literal and phonic spelling.

Pupils learn to distinguish the silent letters and the powers of the various letters much more readily by a combination of both literal and phonic spelling.

*Orthography in all Branches.*—One of the most effective methods of making good spellers is that of keeping the attention of pupils directed to the form of words in all branches of study. When-