

# PRIMARY SPELLING.

In teaching the little ones to spell, do not confine yourself to one method only. Use two or three. Monotony tires the little ones. From the time the children have learned a few words (if you are teaching by the word method), bring in the work of spelling. This will reduce the bugbear of learning the alphabet to a very small insect, indeed, for, before you know it, the task is accomplished. Teach the little ones to spell by letters and by sounds also. The latter process helps them in fixing the habit of distinct enunciation from their first knowledge of reading, a constant advantage to them in subsequent reading. Write the words they are to spell on the board, one day, bidding them read them, and then analyze by letter and by sounds. The next day give out these words orally, and have them written on the blackboard, or on slates. Then try an exercise in oral spelling, to wake the class up.

Teaching children to spell by sound is not very easy. It can only be learned by imitation, and calls for much patience on the part of the teacher. It is not of any great value either, except to produce a good enunciation. Now, because it is the best, and almost the only method to produce distinct and accurate articulation, it cannot be wisely omitted. But spelling by letters must be taught at the same time, for this is what is to make good spellers, while the other is only an exercise. As the little ones get on in their reading, let them define the words which they read and spell. This wakes up the mind and aids the memory. As soon as the little ones begin to learn printing or writing, let this be joined with the spelling work. Combination of work arouses more interest, and leads to more satisfactory results, than holding distinct from each other all the matter studied.

# READ ALL YOU CAN.

Every teacher should read up well concerning his profession. Not only should he have a good educational journal, the best that he can afford (or two or three, for that matter), but he should be familiar with the writings of standard educators—men whose written thoughts on teaching and its methods are weighty and wise. The good teacher should be familiar with the names of the great educators of the world—Sturm, Comenius, Neander, Ascham, Locke, Hayden, Pestalozzi, Arnold, Matthews, Herbert Spencer, Froebel, Bain, Page, and other writers upon education. He should not only be familiar with these names, but he should know something concerning the lives of the men who bore them, and what these men accomplished for the world. How do the members of other professions fit themselves for success? Is it not by familiarizing their minds with all the history which each profession has recorded? Does not the young doctor spend hours in learning what the great masters of the art of healing did, and what methods they counselled? Are not the names of the great lights of the bar and bench familiar as household words to the enthusiastic young lawyer? If young teachers would study to know what the great teachers of the past have said, they will save themselves from many errors. The experience of others is, to us, a very valuable thing. In one year it teaches us more concerning the true principles of teaching than we could evolve from our own experience in ten years. And it teaches this needed knowledge without subjecting us to the painful and mortifying consciousness of blunders that our own experimental knowledge often gives us. Let us avail ourselves, then, with thankful hearts, of the wisdom that others' faithful efforts have bequeathed to us.