

With this improvement, or innovation, in alphabetic teaching, there is another generally connected with it, called SYLLABIC SPELLING. That is, in learning to read, the pupil is not required to *spell* or name the letters in a syllable, as *a-b, ab, e-b, eb, b-i, bi, &c.* ; but merely to pronounce the sound, or syllable, without decomposing it. A modification of this method has been introduced into this country by Mrs. Williams in a publication called "Syllabic Spelling," or a summary method of teaching children to read; and the PHONIC method of teaching the Alphabet, about to be introduced by Mr. Kay Shuttleworth, under the auspices of the Committee of Council on Education, is the same in principle. For an interesting account of this method, see No. 647, of the Saturday Magazine.*

READING.

In the preface of the First Book of Lessons, and in a few words, the foundation, of not only the EXPLANATORY or INTELLECTUAL method of teaching, but of GOOD READING, is laid. "It is recommended to teachers to make their pupils perfectly acquainted with one lesson before they proceed to another; and to exercise them as much as possible upon the *meaning* of such words and sentences, as admit of being defined and explained." The teachers, therefore, from the very first, are expected to lead their pupils to inquire into, and consequently understand, the *meaning* of the words and sentences which they meet with in their lesson. Now, such a *habit* is the shortest and surest road to *good reading*; for all the authorities agree, that, to read with *propriety* and *expression*, requires a person to *understand what he reads*.

The *other instruction* to our teachers in this important sentence, namely, that "their pupils are to be made perfectly acquainted with one lesson before they proceed to another," is also, in the highest degree, conducive to good reading. If the children are instructed in this way, their lessons, which have been drawn up on the *progressive*

* The Constructive Method of Teaching, by J. F. Shuttleworth, Esq.

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