

The use of syllabication or diacritical marks of any kind has been avoided in the spelling lists. The tendency of these is to disguise the regular form of the word, whereas from the standpoint of spelling it is most important that only this regular form should be presented to the pupil, until a clear and lasting image of it has been formed on his mind. It will certainly take longer to produce this correct image if his idea of the form of the word is confused by the use of distorted models.

The Dictation Exercises have been used to place words having the same sound but different meanings in their correct setting. As far as space permitted, the more difficult words have also been placed in sentences, but the pupils will, of course, require much more practice in dictation than these exercises afford, and it remains for the teacher to supplement them with sentences of a similar kind and with selections from the Readers.

Whilst it is likely that no valid objection could be made to the *alphabetical* arrangement of the words, it might be advisable for the teacher to vary that order occasionally, especially in review exercises. The alphabetical arrangement was chosen for the following reasons:—1st, because of its simplicity; 2nd, because it provides an excellent check against duplicating words; 3rd, because, unlike other arrangements, it offers no obstacles to the proper grading of the words; and 4th, because it makes of the course a handy reference book of spelling for the pupils. In this connection, it might be pointed out that the Speller supplies very convenient lists of words for spelling matches—a method of encouraging the study of spelling of which teachers might well make greater use. Matches between pupils of the same grade, or of different grades, or between picked pupils from different schools, will add greatly to the interest taken in the subject, and will certainly help to raise the standard of spelling in a school.

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