

exercise may, with a little help from the teacher, be made suggestive and exceedingly interesting.

*Spelling Sentences.*—Vary the spelling exercise occasionally by dictating sentences, and require the pupils to spell these. Vary the exercise by having pupils select such words as may be dictated by the teacher, and incorporate them in sentences of their own construction. Sentences may be read from newspapers or interesting books, and these be written down by the pupil. Due care should, of course, be exercised by the teacher that the pupils use capital letters and punctuation marks correctly, so far as they have been taught.

*Pre-pronunciation.*—In assigning the work for the next day, the teacher should pronounce the lesson for the pupils, that they may study the words understandingly. This exercise may be varied by having the pupils pronounce, while the teacher holds himself in readiness to correct any errors made. The exercise may be varied, also, particularly in primary classes, by the teacher pronouncing the words and having the pupils imitate him.

*Difficult Words.*—The teacher should select such words as are often misspelled, and give pupils frequent exercise in spelling these. Too much of our teaching of spelling has been valueless, because we have followed the text-book too closely in this as in other branches. Such words as neither, piece, seize, leisure, many, very, great, forty, their, there, until, fulfil, etc., among the words of every-day use, ought to receive close attention; and thus also with words not so frequently used, such as separate, beginning, director, absence, develop, and many others.

*Special Words.*—In assigning a lesson, the teacher should call attention to any special words which are likely to be misspelled, or which present any special difficulty. Thus, he may call the attention of pupils to the fact that preparation, for instance, is derived from prepare, and is never, therefore, "preperation," as we so often find it. Thus, also, he may show that the basis of *intention* is *intent*, while that of *intension* is *intense*. The writer succeeded in correcting the habit in a young man of spelling the word preparation with an *e* before the *r* by simply writing the word on a card and handing it to him, with the request that he would carry it in his vest-pocket for a little while. He also frequently succeeded in correcting the habit of spelling *existence*