

tion and incidental spelling have taken the place of the spelling-book.

One result has certainly been that spelling has been taught at hap-hazard, difficulties have been met, if met at all, as they happened to be encountered, and in no systematic and graded way, many teachers, not quite sure of what to teach, have been drifting and trusting to the pupils' reading, writing, composition and busy work incidentally to make them good spellers. To whatever cause it may be attributed, the fact is that spelling is the most unsatisfactory subject in our schools, a cry has arisen from those trained by the old methods, "Back to the Spelling-Book," and prominent educationists have begun to investigate. And instead of sitting down in their studies and evolving theories from the inner recesses of their consciousness, or making sweeping deductions from imperfectly understood psychological principles, the methods of modern inductive psychology are being brought into use, and a careful study is being made of the actual spelling of large numbers of pupils. Several statistical studies of the spelling problem have appeared. Dr. J. M. Rice, who made such a stir among the schools of the United States a few years ago by a series of articles based upon observations in the schools of nearly all the principal cities, and who is now engaged in a study of educational waste, has contributed two notable articles to the *Forum Magazine* on the "Spelling Grind." Dr. E. R. Shaw, of the New York University School of Pedagogy, has studied the question of oral and sight spelling, and Miss Adelaide E. Wyckoff has made a brief but very suggestive study of constitutionally bad spellers. While one must be very careful in estimating conclusions reached by these means, lest the evidence be vitiated, or misjudged, or seen through a preconceived theory, it is striking that the first two of these writers reach practically the same conclusion that many of the old methods had at least their place.

In the light of these studies, as well as in the light of some observations of my own and a careful study of methods, I shall consider the subject in three divisions:—

- (1) The Psychology of Spelling.
- (2) Methods of Teaching Spelling.
- (3) Constitutional Bad Spellers, or what may be termed,
The Pathology of Spelling.