

## PREFACE.

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A general desire among the teachers of Ottawa for a Spelling Course that should be arranged according to the grading of the Public Schools, led to the appointment, early in 1908, of a committee to prepare such a course, with instructions to make it simple and definite, yet comprehensive.

In endeavoring to carry out these instructions, the committee have avoided loading up the course with much of the customary "pedagogical machinery" such as word-building, word-defining, etc., which, however admirable in theory, tends only to obscure the main purpose of the spelling lesson, *which is to teach spelling*. They have, however, been particular to include in the course every word that is likely to be misspelled and that might fairly be expected of pupils of the various grades of the schools up to entrance to the High Schools.

The grading of every word in the course has been carefully considered from the double view-point of difficulty of spelling and difficulty of meaning, particular attention being given to the latter side of the question. To force pupils to learn the spelling of words, so difficult of meaning as to be altogether outside of their experience, occasions a very great waste of energy—a waste that is easily prevented by deferring the study of such words to later grades when the pupils are more mature.

Several hundred common derivatives that are usually omitted from spelling books have been included in this course. Experience has shown that such words as "hoping," "writing," "referred," etc., are much more likely to be misspelled than the primary forms—"hope," "write," "refer," etc. It is in connection with the spelling of these derivatives that constant reference has been made in the lists to the few rules of spelling that are of any practical value.