

they do not follow up their advantages by compelling the scholars to write the words they misspell until there is no danger of their making the same mistake again. Such teachers do not distinguish between *examining* and *teaching*. They dictate, the scholars write, the errors are marked, and all is rubbed out. Give the same lesson next day, and the same errors would be made. No rule can be laid down as to how misspelt words shall be treated. Much depends upon the age, disposition, and capacity of the scholars, the size of the school or class, and the time at the disposal of the teacher. With some scholars it may be enough to spell the word orally, with others it may be necessary to write it several times. Of late, oral spelling has almost gone out of fashion with many teachers, except in the case of scholars who are unable to write dictation. It is said that people only want to know how to spell a word when they require to write it. This may be correct as far as individuals are concerned, but how often are we asked how to spell a word by a neighbor of more modesty or less retentive memory? Many well-educated persons as they advance in years fail regularly in their spelling, and have to appeal to younger persons. How unsatisfactory to be unable to spell, through want of practice.

*Preparation.* Except at examinations, the lesson should always be set, and the scholars have time allowed for preparation. The capitals and stops should be required from the first. The length of the lessons will be a matter of judgment with the teacher, but it is better to err on the side of brevity than too great length.

*Giving out.* The greatest care should be taken to have every word pronounced distinctly and correctly. It is unfair to the scholars if it be otherwise. So it is unfair to give out too many words at a time. In case any scholar fails to hear a word, or cannot keep up, he should raise the left hand, and the teacher should not proceed

until all have finished. When all has been written, the teacher should read the lesson over again, the scholars looking at their writing as he reads. After which they should have ample time to make corrections if necessary.

*Examining.* As much as possible this should be done by the teacher. It would be better if teachers would do more work themselves, and expect less from the pupils. How unreasonable it is for the scholars to work eight or nine hours a day, and the teacher only six. And this is what constantly occurs where home work is required. While we would not have the teacher do a stroke that is properly the scholar's work, we expect him to do his own. When dictation is done on slates, let the teacher examine at intermission, or after school hours, when on paper, let him examine at home. When from want of disposition or for other causes this is impracticable, there are other resources. One method is to change slates. The teacher then spells every word that there is any chance of being wrong, and each scholar marks his neighbor's mistakes. When this plan is adopted, it is necessary for the teacher to select some of the slates promiscuously for re-examination, to satisfy himself that errors have not been allowed to pass unmarked through carelessness or from motives of false charity. Another plan is to appoint monitors from the same or a higher class, for the purpose of examining the work.

*Marking errors.* One method is to mark every error either by drawing a stroke through the word, or a line under it. The latter is preferable because it does not mar the writing. Another method is to have a margin and make certain marks or letters opposite the error, such as *s* for spell, *c* for capital, *p* for punctuation, &c., and require the pupils to ascertain where the error is, as well as to correct it. This method is adapted for advanced scholars. As errors are the result of either ignorance or careless-

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