

1. Pupils exchange slates, and the teacher gives the correct spelling word by word, the pupils marking those that are wrong.

2. Pupils retain their own slates, and different pupils are called on to spell the words. Those agreeing with the spelling given indicate by raising the hand, *before the teacher decides as to its correctness*. Marking as before.

3. Slates are exchanged and the corrections made as in No. 2.

4. While the teacher writes the correct spelling on the board, each pupil may correct his own work, and slates or books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged the pupil owning the slate should have the right to appeal against the marking done by his neighbor.

Reviews. — Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this he ought to make a list at the end of his book of all the errors he makes. From this list the teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemies in the rear." *Review regularly.*

General Suggestions. — 1. The teacher should always *articulate clearly and pronounce correctly* when giving words for spelling.

2. Never *overstrain* the enunciation of a word in order to indicate its spelling.

3. Allow only *one trial* in spelling orally or in writing.

4. In spelling orally, the divisions into syllables should be marked by *slight pauses*, but in no other way.

5. Do not assign lessons *too difficult* for the pupils who have to prepare them. This compels the pupils to spell badly.