

*reading can teach spelling.*" It may be accepted as a rule that a good reader is always a good speller. These facts all point the thoughtful teacher to the conclusion that we have already stated;—spelling depends on the power of *seeing with precision*. It follows that the exercise which compels the pupil to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably this exercise is *transcription*. Let the pupils copy on their slates the lesson to be prepared. The lesson may be copied as a home exercise, if due care be taken by the teacher in examining both spelling and writing. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little lasting benefit. Make the pupils *see the words*, and if possible *never let a pupil see a word wrongly spelled*.

**Testing Spelling Classes.**—There are only two methods, *oral* and *written*. The *oral* method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling schools, but made five mistakes in spelling in a note written to a School Board." Oral spelling does not accustom the *eye* to the form of the word in writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

**Correcting Spelling Lessons.**—They must be corrected thoroughly. If proper preparation has been made as recommended *very few* errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in the case of review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons one of the following plans may be adopted:—