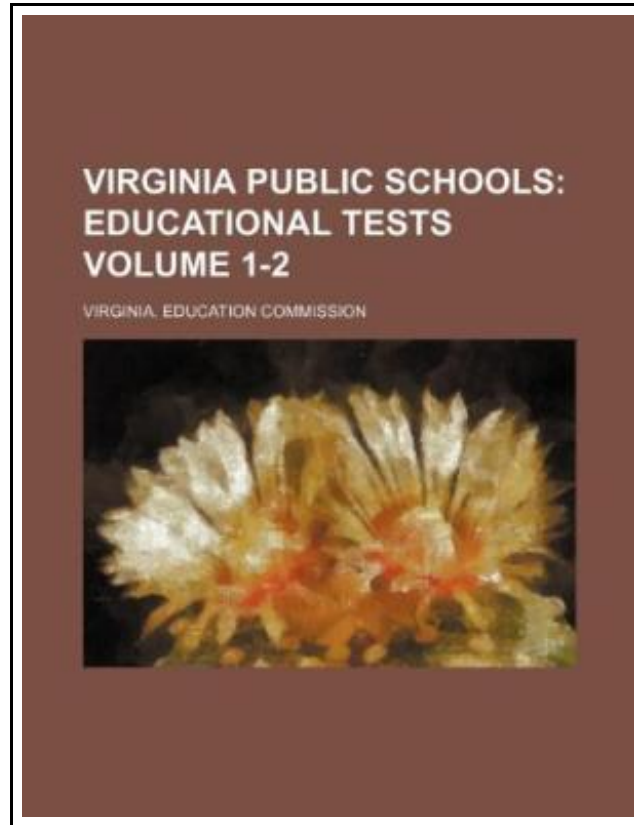


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Rarebooksclub.com, United States, 2012. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1921 Excerpt: .teachers, but it is an experimentally demonstrated fact, that differences in methods of teaching are directly related to differences in spelling efficiency. In fact, it is possible today to give the classroom teacher a considerable body of definite directions for the teaching of spelling based on accurate scientific studies. In the light of these studies the following suggestions are offered: 1. Adopt a minimal essential list of words. 2. Aim at 100 per cent efficiency on this list. 3. Give not more than five new words per day. 4. When the group contains not over forty-five pupils and is sufficiently homogeneous, conduct but one spelling class for the entire group. 5. Make the period not over fifteen to twenty minutes in duration. 6. Make no provision for a study period apart from the regular recitation period. 7. If the group method of instruction is employed, conduct the work by the class-study method, in which the teacher teaches spelling prior to testing it. 8. In the presentation of words, (a) Use script, wherever possible, instead of print; (b) Avoid diacritical marks; (c) Syllabify on the initial presentation; (d) Focalize attention on the portions of words that are known to be difficult. 9. In drilling, (a) Use about half the time in practicing recall; (b) Apply the principle of multiple association; (c) Employ the principle of visualization; (d) Conduct most of the drill in the form of written, not oral, spelling; (e) Remember that the secret of drill...



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