

PIANOS

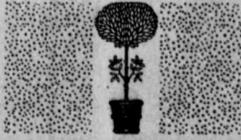
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EDUCATIONAL DEPARTMENT

How to Teach Spelling.

There is no royal road to good spelling. It is learned, if at all, by study—learning one word at a time—and much drill in the form of reviews.

Spelling is an art in which one becomes expert from study and drill continued till skill in recognizing the correct form, in thinking and naming the letters in their proper order, and in constructing the exact form of motor energy (writing the word) comes practically automatic.

The child, as he enters school, does not receive impressions through the ear and the eye with equal facility, neither does he express himself with equal readiness by means of the hand and the voice. It is the function of the school not only to give instruction but in doing so to develop into harmonious proportions the avenues of impression and expression. In her words, the child must be taught to take in knowledge from the printed page through the eye as readily as he hears through the ear from the sound of the human voice, and to express himself as easily through the motor activity of the hand by means of the voice.

In teaching spelling, it is desirable that the teacher make use of both forms of impression as well as both modes of expression, taking special care to develop those avenues that are least active.

Three things are to be considered in teaching spelling:

- (1) The assignment of the lesson.
- (2) The study period.
- (3) The recitation.

If the teacher is to obtain satisfactory results she must give to each of these subjects proper consideration.

THE ASSIGNMENT.

The assignment of the lesson is a very important part of the work and should in no case be slighted. The following suggestions concerning the assignment should be observed:

(1) The teacher should pronounce words aloud, the pupils follow.

(2) Syllabication and accent should be clearly indicated by pauses, and by stress of voice.

(3) After looking at a word closely pupils should be asked to take their eyes from the page and "image" the word.

(4) Emphasize the necessity of indicating accent and syllabication.

(5) Call attention to silent letters, peculiar spellings, and especially difficult words.

(6) Teach the most helpful rules and have them applied.

- (7) Make free use of blackboard, especially with the lower grades.
- (8) Give specific instructions as to how the lesson is to be studied.

The following will be found effective:

- (a) Study the word from the printed page or from the blackboard.
- (b) Take the eye from the written or printed form and study the image of the word that has been formed in the mind.
- (c) Write the word on the slate or on paper.

(9) The tendency will be to slight the "eye and image" part of the work and overdo the copying work. This should not be permitted. The teacher in this work is teaching her pupils how to study and she must insist on her directions being observed.

THE STUDY PERIOD.

(1) The study period should be devoted to a close and faithful continuation of the work outlined by the teacher both as to matter and manner of preparation.

(2) The preparation should be with special reference to the points emphasized in the assignment.

(3) The study should be close, intense, and uninterrupted.

(4) The teacher should follow closely the mind movement of the pupils during their period of study.

THE RECITATION.

- (1) Purposes.
 - (a) To give instruction.
 - (b) To test preparation.
 - (c) To correct errors.
 - (d) To fix the correct spelling of words.
- (e) To develop distinct articulation.
- (f) To develop correct pronunciation.

(2) The recitation, above the first grade, should include both oral and written spelling, the former preceding the latter.

(3) Do not pronounce a word but once or permit a pupil to stop to think, or stammer or blunder over the spelling of a word. If he cannot spell it, teach him at once.

(4) Require pupils to pronounce the word, spell it, and pronounce it again.

(5) In oral spelling, require pupils to syllabicate by making a slight pause at the proper places. In written spelling, words should be syllabicated two or three times per week.

(6) If possible to avoid it do not permit pupils to see or hear incorrect spelling, hence, a word that has been incorrectly spelled should not be passed on to the next pupil—spell it immediately for the pupil or write it on the board, or do both. The word "next" has no proper place in a spelling recitation.

mediately for the pupil or write it on the board, or do both. The word "next" has no proper place in a spelling recitation.

(7) The habit of making prominent some part of the word to indicate the proper spelling is precious in the extreme. Pronounce the words correctly. It is the pupil's business to recognize and spell the word after hearing it properly pronounced.

(8) After the oral spelling, require pupils to write the words. The oral spelling is the period of instruction and drill, while the written spelling is the real test of the pupil's proficiency.

(9) The papers should be carefully corrected by the teacher.

(10) In measuring the proficiency of pupils from day to day only one standard should be used, perfection, but in formal examinations, which are made a matter of record, give pupils credit for exactly what they do.

(11) Make the recitation intense, spirited, and positive. Give it variety from day to day by emphasizing different features of the work. Require pupils to use words in sentences, to write sentences and paragraphs from dictation, etc.

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Church Directory

CHRISTIAN CHURCH.—Sunday school at 9:30 a. m. Preaching every Lord's day at 10:45 a. m. and 7 p. m. Prayer meeting every Wednesday at 7:30 p. m. Elder Howard Brazleton, pastor.

M. E. CHURCH.—Regular services third Sunday at 11 a. m. and 7:30 p. m. Prayer meeting Wednesday evening at 7:30. Sunday school at 2 p. m. Class meetings, second and fourth Sundays at 3:30 p. m. Rev. W. H. Dame, pastor.

M. E. CHURCH, SOUTH.—Rev. J. E. King, pastor. Services first and fourth Sundays at 11 a. m. and 7:30 p. m. Sunday school at 9:30 a. m. Prayer meeting, Tuesday evenings at 7:30 o'clock. Epworth League, every Sunday evening at 6:30. Also one literary meeting each month with some member. The Woman's Missionary Society Saturday afternoon before first Sunday.

MISSIONARY BAPTIST CHURCH.—Preaching the second Sunday afternoon at 2:30 o'clock and the preceding Saturday night. Church meeting Saturday night before the third Sunday. Sunday school at 9:30 a. m. Prayer meeting every Monday night at 7:30. Rev. Price E. Gatlin, pastor.

CATHOLIC CHURCH.—Rev. A. M. Coenen, pastor. First Mass, Sunday morning at 7 o'clock; Second Mass, 9:30 o'clock. Afternoon service at 2:30 every Sunday.

GENERAL BAPTIST CHURCH.—Services Saturday night before the first Sunday in each month at 7:30 p. m., first Sunday at 11 a. m. and 7:30 p. m. Sunday school 2 p. m. Prayer meeting Friday evening at 7:30 p. m. Sunday school at 9:30 a. m. Rev. G. W. Dame, Pastor.

PRESBYTERIAN CHURCH—HECLA.—Regular services second Sabbath in each month, and Saturday nights before; prayer meeting Wednesday nights; Sunday school each Sunday morning at 9:30 o'clock. Rev. G. E. Thompson, pastor.

EPISCOPAL CHURCH.—Services each Tuesday evening at the Library at 7:30. Rev. George C. Adams, rector.

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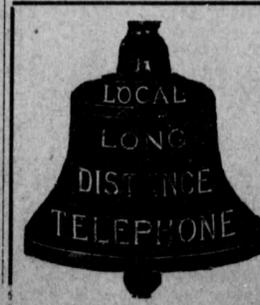
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