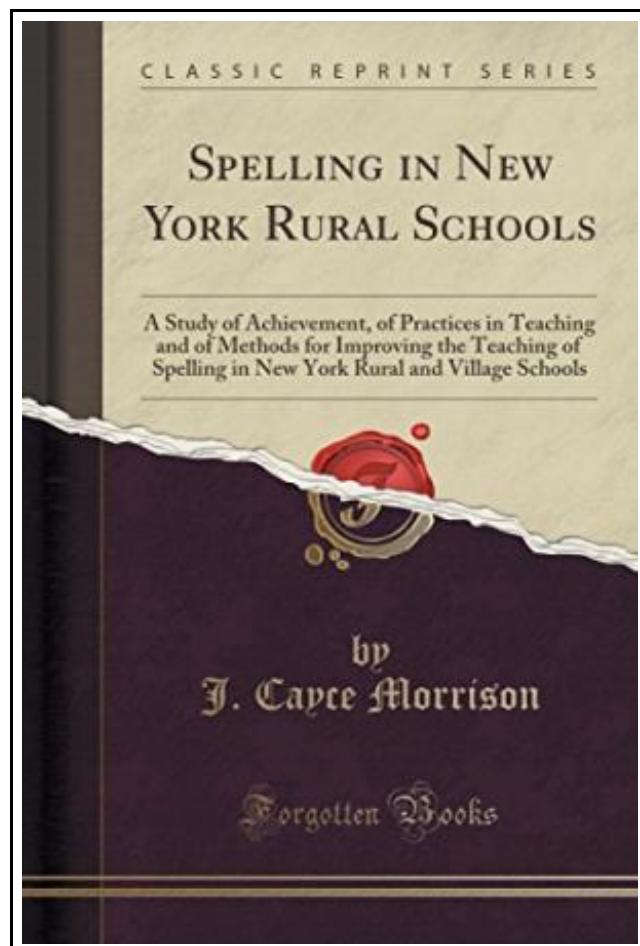


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Excerpt from Spelling in New York Rural Schools: A Study of Achievement, of Practices in Teaching and of Methods for Improving the Teaching of Spelling in New York Rural and Village Schools Educational measurement aims at improving the educational treatment of children. When tests have been given, the papers scored, and reports prepared, the first questions that arise are: What are we going to do about it? Why were the results as they were? How can we improve? Such questions invariably lead to a reconsideration of subject matter to be used, to efforts aiming at the improvement of methods of teaching, and to a better understanding of the individual needs of children to be taught. The State Education Department is indebted to the 100 superintendents and 5000 teachers who gave the tests and submitted the results to the central office. Only through such fine, painstaking cooperation could we see the spelling problem of New York rural and village schools as it really is. The 204 teachers who described in detail their methods and practices of teaching spelling have helped us to see certain reasons for the results achieved and have given us a guide to further endeavor. Fortunately, during the past 25 years and particularly during the last decade a great deal of experimental work has been done in the teaching of spelling. A socially worth-while spelling curriculum has been determined. Experiments have indicated and in some cases proved that certain methods of teaching gain much better results than other methods. The section of this report devoted to Suggestions for the Teaching of Spelling has drawn freely from recent publications based on experimental study. About the...



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