

is necessary for the good of the entire school, but the little everyday happenings are best dealt with in private.

Threatening is one of the weak points of the new teacher and is always to be deplored. It is well to have a very few general rules and rigidly live up to them without threatening. Far better make a mental note of the boy who is disturbing the school and punish him at the close of the day as the case demands than to be continually telling what you will do if certain offense is repeated. One of the most astonished boys I ever saw was one who had persistently annoyed a timid girl near him all one day. The teacher quietly corrected him, but the offense was repeated, so she pretended not to notice him till the children filed out of the room. Then taking him out of the line she closed the door and gave him a sound whipping without a word of warning. Of course the story leaked out, as those things always do, and thereafter the boys heeded the quiet reproof for fear of judgment to come. The wise general does not publish his plans and neither does the wise teacher.—*Adapted from Popular Educator.*

Primary Reading, First Grade.

Every primary teacher realizes that the essential in her room is reading. In order to read, the child must be able to grasp the thought expressed on the printed page. In order to grasp the thought the child must be familiar with the signs by means of which the thought is expressed.

The reason for this is obvious. When the child enters the schoolroom he is familiar with the appearance of certain objects. Many of them he knows by name, and readily recognizes the pictures of them. Now he is brought face to face with this same object in a different form, so to speak. Ever since he can remember he has known what a *cat* is; he can call it by name, and recognize a picture of it. But he has never seen the written representation of it. It is now the teacher's duty to make him acquainted with it. If she presents both the script and printed form, the child's mind will become confused and the result will be that he will not know either one perfectly, for psychologists tell us that the human mind is capable of grasping but one idea at a time.

These same educators advocate the teaching of script forms first for various reasons, among which are these; that the child can sooner begin to write, and that the teacher can more rapidly place the work on the board in the presence of the class, and we all

know that the children are much more interested in the words and sentences the teacher is putting on the board in their presence, than they are in work already placed there before the class is called.

In preparing the work for the first months of school it is a good plan to write upon a card all of the words found in the readers to be used. This card is simply for the teacher's use and may be tacked up at one side of the board, or kept in her desk, and the words checked off as they are mastered by the children. In this way it takes but very little time to prepare a list of familiar words for a word drill. Of course, if there is blackboard room, it is better to keep a list of words on the board for constant reference, and adding to it each day the word or words mastered by the children.

When children first enter school make them feel at home; have simple conversation lessons; gradually introduce objects and pictures; let children express their ideas freely about them, framing sentences for the teacher to write on the board, the children to read in turn, each child pointing to and reading his own sentence.

After considerable work has been done with sentences as wholes, analyze them with the children in order to secure the separate words and phrases. Later on, in the same manner analyze the words to find their component parts.

At first teach the words *a*, *an* and *the* in connection with the words with which they are used. In this way the children will unconsciously use the correct pronunciation, and save trouble in the future.

The transition from script to print need not be the bugbear it often is, if the script form is thoroughly mastered first. In beginning the work with print, use objects just as in the very first lessons, only *printing* the sentences and words instead of writing them. But never let the children print. It is simply a waste of time and useless.

Now-a-days nearly all of the readers for primary children have many action sentences in them, especially in the first part. Let the children act them. How they love to! And what a zest it adds to their reading! The aid that the acting is to the child's expression in reading can hardly be estimated.

This brings us to another so-called stumbling expression, or rather the lack of expression. One help is to have the child read the sentence *silently* first; then, closing the chart or blackboard, *tell* it to the class.

When the children are far enough advanced to