

either the gaining of knowledge or aesthetic enjoyment, we must have a care in the first days of the child's endeavours to develop in him an interest in reading. The teacher's responsibility is two-fold; she must help him to conquer the mechanics of reading and also stimulate his interest. Primary teachers agree that success in learning to read is in direct ratio to the intensity of desire. If the child be actuated by a desire for information or a wish to impart something, he learns to read naturally. The surest ally the teacher can have is the child's interest. One means of insuring interest is the choice of material for use in reading lesson which the child enjoys. There are a variety of possible avenues—games, nature lessons, stories of pets, walks which the class have taken together, simple experiments which they have tried, stories and Mother Goose Rhymes.

The unit to be used in teaching a child to read is the sentence. He expresses his own ideas in a sentence; he can more easily comprehend a whole idea than an isolated word or letter. The early reading lesson should be largely conversation, it may be about a nursery rhyme, or a game, or a lesson on leaves. The teacher chooses some part of the lesson and says: "I will now write on the board the first story about the bird."

Once a little bird came
Hop, Hop, Hop,
or "Mary, do this," writing:
Toss the ball.
or, "John's story is this:"
My leaf is red.

The next lesson is begun by asking the children to find the story read before, to fulfil the direction or find the leaf. Then the lesson is gradually completed until the whole rhyme, all directions for the game or all that the children discovered about the color of leaves has been written-down and recognized. During the first step care should be taken to look upon the sentence as a whole. Repetition is needed but will be naturally provided if you follow the child's interest.

The next step is reached when children notice that some of these stories are made up of identical parts. One teacher tells of such a case in a lesson on "The Pigeon." The following sentences were on the board:

The pigeon has pink feet.
It has large wings.
It has a strong bill.
It has a coat of feathers.

Some child announced that "three of the stories begin the same way." Likenesses can now be emphasized and differences distinguished. The teacher can conveniently use drills on phrases and words. Sight cards on which such are written, may be exposed for a moment, cards bearing the words may be placed about the room and identified by the children, the words may be pointed out

in a list of known words. "Flash writing" may also be used. The children are asked to write the word the teacher has just written. At first no care is taken as to the form of the letters or relative height, it is enough that the pupils try. Another device is to allow the children to make a dictionary containing the words they already know. One period a week should be given to this. It is estimated that the children should know about three hundred words at the end of the first year. Teachers find, who follow this scheme that lists so gained correspond closely to the necessary vocabulary of the prescribed Primer. Script should be used as a means of introducing the children to interpretation of written symbols, and should continue to be used for all blackboard work. The child in this way naturally begins to write through the imitation of the stories the teacher has written on the board. It also stimulates his interest, for this is the way he may record his experiences for others to read.

For some time the children continue to show a remarkable facility in recognizing words, then they begin to be confused, to forget words learned a day or two before. The signs of the times show that they are now ready for further analysis. The time has come to begin phonics. Some teachers arbitrarily set the date for taking up phonics about the end of the sixth week, but the consensus of opinion is, that the teacher can tell when the class is ready to take this further step.

Phonics should be introduced first as a game in which the teacher pronounces one word of a sentence slowly and the children guess what she means. When the children have learned to recognize a word when its phonic elements are emphasized drill in final sounds in initial sounds and in words that rhyme, may be introduced. Printing may now be associated with the written symbols. The teacher writes and prints on the board the word "nut." She then asks which letter sounds "n"? "u"? "t"?

During the first grade the short sounds of a, i, o, u and long e are taught, together with the consonant sounds. During the second year long sounds of vowel, diphthongs, double consonants and simple rules of phonics are taught. The work is continued in Grade III, until the children show considerable facility in analysis of words which they use themselves. As soon as possible the teacher should discourage the tendency to analyse a word phonically but demand pronunciation upon exposure. A number of five minute drills should be given in phonics each day. The phonic work should be kept separate from the reading lesson, especially in Grade I.

The teacher also has a responsibility in these early grades to the second and no less important function of reading, namely, aesthetic appreciation. This can best be developed by good stories told and read, by the memorizing of good poems which the child appreciates, and