

PRIMARY GRADES**Reading for Grade I**

The problem to be met in Primary reading is that of linking up the idea with the written symbol, or word. The children have already linked up the spoken word with the idea.

A necessary aid to good teaching is the interest of the child. His efforts in learning to read will be much intensified by an interest in the story. Who would not be bored by the first pages in some Primers, e. g., a boy, a hat, a rat. See the boy. See the hat, etc? A much easier and more interesting way is that of enlisting his interest by a story, a picture, a game, or a visit to some place of interest taken by pupils and teacher together, and using one of these as a point of departure.

Take the following nursery rhyme as a basis for a series of lessons:

Once I saw a little bird
Come hop, hop, hop,
So I cried, Little bird,
Will you stop, stop, stop?
And was going to the window
To say, How do you do?
But he shook his little tail,
And far away he flew.

The lesson should begin by an informal talk about birds. "John, did you ever try to catch a bird?" "Why do they fly away?" "Would you fly away if you were a bird?" Then the teacher should tell the story of the above lines using the word groups of the poem "shook his little tail," "far away he flew," etc., when possible.

The humorous side of the story will make a stronger appeal to the children if they are allowed to dramatize it. Care should be taken that the ideas of the story are known by the children. Then the parts may be allotted by the teacher or the pupils. One child may be the person, another the bird and the children with their right hands clasped may represent the window. After several groups have acted out the story then the teacher may write on the black board the directions for each player. "A little bird came hop, hop, hop," He shook his little tail, "Away he flew." The parts may then be given to those who can read the directions. The teacher should write the whole story on the board. "Once I saw . . . he flew."

The sentences should be read by different members of the class, the teacher pointing to the words read. In this way the child unconsciously links the form of the word groups with the ideas. Also by the use of the pointer the teacher may begin the habit of fluent reading. "A little bird," connected by a sweeping gesture of the pointer will tend to bring the three words together in a phrase. If each word is pointed to the reading will be jerky. The teacher's next step is to divide these sent-

ence groups into groups of words, e. g., a little bird, away he flew, etc., etc. This may be facilitated by the use of supplementary sentences e. g., Hop, little bird. The little bird flew away. I said, how do you do, etc., etc. The teacher should not aim to have the children recognize all the single words in any one story at first. Your guarantee of effort is interest. Use other stories or rhymes which contain some of the same words or groups of words.

To further insure interest the story may be used in their oral language lesson. Pictures portraying stories about birds may also be used as an incentive in oral language at this time. The pupils should draw the pictures of the parts of the lesson which pleased them most. The children should have the ability to read several stories before the analysis of words into phonograms is begun.

MEMORY GEMS

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
"Ain't you 'shamed, you sleepy head?"

ROBERT LOUIS STEVENSON.

THE LAMPLIGHTER

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And O! before you hurry by with ladder and with light,
O Leerie, see a little child and not to him tonight!

My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by,
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

ROBERT LOUIS STEVENSON.

INDUSTRIAL EDUCATION

The people who are wedded to the idea that scholasticism is all there is to an education are booked for some severe disappointments in the not distant future. Manual and commercial training, home and civic economics, and the domestic industries are all knocking loudly at our schoolhouse doors—and unless text-bookism consents to divide space with them there are troublesome times ahead of us. The people are beginning to find that as a means of preparing the average boy and girl for life mere book-knowledge has hopelessly broken down.