

selves about the conventional symbols, at all. This is the natural order; the thing first, its symbol afterwards.

The little lessons in nature study will furnish excellent material for reading lessons; and the method of treatment will be entirely similar to what is given above. Of course, all such work furnishes lessons for language training as well as for reading—only use care that, while you teach correct language, you do not strive for stilted language.

Another form of teaching the little pupil to read understandingly is suggested in the following description of work recently witnessed in a primary school in New York:

Stepping to the blackboard, the teacher wrote:

"Come to me."

Turning to the school she asked: "Who will read what I have written on the board, not aloud, and then do what it says?"

Up went a dozen or more hands, from tots so little that you would not have thought they could read anything, much less script, many of them being less than six years old, and this in the sixth grade, *during the first half of their first term.*

Think of that, you who teach (?) one letter at a time, and the alphabet all through, before words and sentences!

"I want a slate," was then written, and a little man who was evidently in his first trousers, and for nearly the first time, toddled up with a slate which he handed to her, and then read the sentence aloud.

"Find the yellow chalk and a small pencil," brought a little girl flying down the aisle to the teacher's desk, where from a conglomerate mass, she produced the desired articles, and then read the sentence, naming the words separately, as I "skipped round" in pointing to them, to be sure that she had not learned by rote to read "mechanically."—*Public School Journal.*

HALIFAX, 27th February, 1897.

*Editor Educational Review.*

DEAR SIR,—I have to thank you for your intimation of last month with respect to the *Lithothamnium* of these provinces. The REVIEW is evidently a good advertising agency for scientific people, for I have already received specimens of these calcareous seaweeds from Brier's Island, from Shelburne, from Milton, and from Ingham's River. The parcels were small, but there were the two species of Farlow among them. I hope to have some specimens from the coast of New Brunswick and Prince Edward Island yet, as Nova Scotia has responded so well in so short a time.

I am, yours very truly,

A. H. MACKAY.

#### QUESTION DEPARTMENT.

W. C. J. Please translate this sentence into Latin.

"Do you feel the sun's heat?"

Num sentis solis calorem? or, Sentisne solis calorem? or, Calorem solis sentisne? (or, sentitisne for all.)

PRIMARY TEACHER. Could we obtain through the REVIEW an account of the present methods of reading used in Grade I at the model school, Fredericton?

A sentence is placed on the board, or pointed out upon the wall card, and the children are caused to repeat the sentence intelligently. Frequently they are first led, by suitable conversation, to frame and use the sentence naturally, before they see it in printed form.

The principal, in his lectures on the subject, requires that the sentence shall be learned as a *whole*—repeatedly read—pointed out in different places, and distinguished from other sentences, more or less resembling it in form, until the class is supposed to be able to recognize and read the sentence as a *whole*. Beginning in this way, the method is styled the *sentence method*.

The teacher employs the sentence merely as an intelligible starting point, in which the children may be interested, but makes no attempt generally, to get the children to recognize the sentence as one *whole or unit*.

When the sentence has been apprehended, a prominent word or indeed *any* word in it is singled out; the children are led to notice this word as part of the sentence; they are caused to read or pronounce it frequently with their eyes fixed upon it. By various exercises they are taught to recognize the form of this word wherever they see it. Thus a number of simple words are learned, and the children then learn to read a number of simple sentences. At a later stage a word is broken up into its component parts or sounds, the children being led to utter the words slowly, so as little by little to recognize the several elementary sounds of which it consists. At the same time they see and learn the marks or characters—the letters or groups of letters

which stand for these sounds. Thus the letters are learned in a rational way. Drill in building up or constructing words from the sounds is another part of the process. Of course, all these exercises may be carried on more or less simultaneously.

Such a method beginning with *words* as units analyzing them into sounds, synthesizing the sounds into syllables and words—seems to be based on correct principles.

PRIMARY TEACHER. When do the flowers appear on the soft-wood trees?

In early spring on most of them.