

SCHOOL WORK.

DAVID BOYLE, FLORA, EDITOR.

LESSON IN READING.

It is a good thing to introduce the day pleasantly with cheery song. Miss Whitney recognizes this, and acts accordingly. The singing was delightful, the young voices blending harmoniously. In the class-room exercise, reading was witnessed. The class had just been promoted from the sixth to the fifth grade.

Readers were distributed and opened at page 19. The more difficult words were first pronounced and spelled in order that the reading might proceed more understandingly thereafter. Among these were: Hark, bark, form, sly, fast, new, lie, what, tie, say.

Each word having been pronounced and spelled once or twice, the teacher began to analyze the picture in the Reader illustrative of the story:

"Tell me what that is behind the barrel in the picture." "A fox." "Who stand in front of the barrel?" "Two little boys." "Look at the lesson, and see if you can find the names of the two boys." "John." "Spell John. Spell the larger boy's name." "N-e-d—Ned." "Annie, read what John says: "'Do you see the new dog, Ned?'" "Alice, what does Ned say." "'It is not a dog, John, it is a fox.'" "Then what says John?" "'But hark, he can bark as a dog.'" "'Yes, but he has not the form of a dog.'" "'May I go to him and pat him?'" "'No, he will hurt you if you do; he is so sly. He bit Tom in the hand just now.'" "What as the word before 'now'?" "'Just.'" "Spell just; pronounce just. What did John ask Ned?" "'How did Tom get him?'" "What did Ned answer?" "'The man at the mill got him in a trap, and he let Tom have him.'" "'What will Tom do with him?'" "'He will tie up the fox and let him lie on the litter in that tub.'" "What does 'litter' mean?" "A lot of straw or grass." "Spell litter. Who can tell the very hard word in the next verse?" "Liberty." "We will write it on the board. Who knows what it means?" "It means to do as we like." "Spell liberty. Now read the line." "'Will he run off if he is set at liberty?'" "'Yes, and he can run swiftly. He will get off to the dell if he can, but he may go to the shed.'" "What would the fox go to the shed for?" "To get the chickens."

Thus the reading lesson was continued. It was not a mere repetition of words, for the sense of the lesson was made of first importance, although the pronunciation of the words was not neglected. (In the interval which ensued between this study and the next, it was noted that the children were allowed freedom of movement that they might rest themselves.)

CARELESSNESS IN SPEECH.

SOME one writes as follows in the *Christian at Work*, concerning the dreadful mispronunciation and careless modes of speaking now common among boys. We think that this satire might be directed against those of a larger growth than boys, for the faults of slipshod pronunciation and inaccurate articulation are very common among Americans, even those who are by no means illiterate, nor altogether unrefined:

Among the common errors in the use of language are these: The mispronunciation of unaccented syllables, as terrible for terrible; the omission of a letter or short syllable, as goin' for going and ev'ry for every; and the running of words together without giving to every one a separate and distinct pronunciation.

I know a boy who says, "Don't want'er" when he means "I don't want to,"