

other pupils guess, asking the question in the same way (the teacher must see that this is done). Then vary the exercise, the pupils guessing which object the teacher has. As soon as the class, as a whole and individually, can ask the questions properly as to tone, inflection, modulation, etc., then print one of their questions on the board, and get them to read it as they spoke it. Continue this with a number of questions composed of words previously taught.

The pupils should now be taught to read words expressing acts. Let one of the class hop before the class. "What is John doing?" "John hops." Print this statement on the board. Let James perform the same act. "What is he doing?" "James hops." Print this on the board. Then in the same way get from the pupils the statements, "Tom hops," "he hops," and print them on the board. As in the earlier steps, make use of these sentences to teach pupils to recognize the word "hop." Treat other sentences in the same way: "Mary skips," "the book fell," "he sees me," "I smell a rose," "I taste an apple," etc. In each case get the pupils to express the fact in sentence form, and then read this statement from the board. As a rule, let all the words but those which express the act be words previously learned by the pupils. Do not present at one time more than a single difficulty in word-learning to the class. Review frequently and thoroughly.

READING FROM TABLETS AND READER.

As the pupils have been taught to recognize and read a large number of the words, phrases and sentences contained in the Reader, they will now make rapid progress. New words must be taught, as before, by objects and on the board. When the object cannot conveniently be exhibited to

the class, a picture of it may be used. At this stage the letters may be gradually taught.

POINTS TO WHICH SPECIAL ATTENTION SHOULD BE GIVEN.

1. Pupils in primary classes should be able intelligently to use a word in conversation before any attempt is made to teach them to read it.
2. Constantly supervise the child's speaking. Those who err with respect to expression, rote, etc., in speech, will not likely read well.
3. Reading is largely an imitative art. The teacher must show the pupils how to read by reading for them. The quantity read at one time, for this purpose, by the teacher, should vary according to the age and capacity of those for whose benefit the reading is being done. Teachers, generally, read too much at a time. If the pupils are to gain anything from the teacher's reading, they must, when he has read, remember how he read. Sometimes a word is enough, sometimes a phrase, sometimes a sentence.
4. Before the class are asked to read a lesson, test them as to their ability to recognize at sight each word and short phrase in it.
5. From the first, train your pupils when reading to group the words properly and to read well.
6. Never ask a pupil to read what he does not thoroughly comprehend. Constantly test on this point. Frequently require oral reproduction of the reading lesson.
7. Skill is required in the use of the pointer. Used in an improper way it leads to monotonous and hesitating reading. Discontinue its use as soon as possible.
8. Thorough preparation is required on the part of the teacher. Never come before a primary class without this: "What am I to teach?" "How much am I to teach?" "How am I to teach?" "How am I to