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2. Oral examination of each letter, observing carefully the exact position in the lines of each stroke and loop.

3. Tracing the new word several times on the B. B. and in the air.

4. Proper position of body, slate and pencil.

5. Writing on the slates which are

A Paper Read by Miss Little at the

Recent East Kent Teachers'

Paper read by Miss A. Little, primary

Thamesville, May 18, 1900:

teacher, Ridgetown, before the

East Kent Teachers' Convention,

What I have learned with my pri-

What I have learned with my primary class is, I might say, my entire education in primary work. Of course we commence with definite methods, but these methods of teaching must be made individual, personal, and this can only be accomplished by experience in the primary grada. The personality of the teacher has everything to do with teaching and managing little ones, therefore the primary teacher, to be a success, must love her

er, to be a success, must love her work and love the little ones; then

easy management and good results of teaching must follow.

I have learned that the primary

teacher, must be endowed with pa-tience, tenderness and skill-patience with the backward, the timid, with all the eccentricities of the little strang-

the eccentricities of the little stranger; tenderness and kindness with each pupil, for we must remember that the little ones merely pass from the nursery, where a loving mother teaches, to the first room in a public school, where, unless surrounded by a loving and kind atmosphere, the minds do not develop as they should; skill in managing the many different dispositions and in presenting material in such a way that each little mind will make the greatest development possible.

possible.

I need not speak of the hundred things in management the little people must be taught as they enter school,—how they must sit, stand, march, assemble, dismiss, hold pencils, books, slates, etc. These are generally learned incidentally from childent learned in the room but where

dren already in the room, but where

dren already in the room, but where an almost entire new class enters they must be taught. Frequently I have been interrupted by new pupils, with a great over-plus of animal spirits, singing, giving us the benefit of their musical repertoire, talking aloud, verging on the familiar noise called howling, making huge plunges to grave some friend's work, trying their

howling, making huge plunges to erase some friend's work, trying their

athletic powers in jumping desks and racing frantically about the room, but

then these are only a few of the di-

gressions in a primary room. I have learned that if the little minds and

hands are kept busy with work they love and are interested in there is not the slightest trouble in the management of the room.

Prompt obedience is readily obtained if commands are given kindly,

as requests. The power of securing obedience lies in the personality of the teacher, and the pupils thoroughly understand whether they must

of wilful, deliberate disobedience which is very rarely found in the pri

found very beneficial, such as allow

ing the little ones to clean the B. B., answer the door, assist with the cloaks, mark the floor for class lines,

cloaks, mark the floor for class lines, distributing and collecting books and pencils, being captain for certain little games, carrying the flag when marching, watering the plants in the room, giving marks for work done, etc. I have also learned not to be sparing of praise for good work. The little tots will work so hard for a teacher's "well done." Even if the work is not nearly perfect, if the child has done his best, a recognition of his efforts only encourages him to put forth greater and greater effort.

forth greater and greater effort.

I think the primary room of all rooms should have its B. B. prettily

decorated with scrolls, "Flower Rull," various work done in colored chalk; its windows filled with pretty flowers and its walls covered with as many pictures as possible, for the little ones do love pretty things to look

READING.

In teaching the different subjects, I have learned in "reading" to teach first such common words as cat, rat, hen, pin, cup, etc., by the word method, then analytically, to find the sound of each letter and, sympathetically, to build other words from these

New words are taught phoneti-

cally or by the word method.

4. Sentence is written on the B. B

4. Sentence is written on the B. B. with new words in colored chalk.
5. Drill in word recognition, pointing promiscuously to the different words.
6. Silent reading of the different

6. Silent reading of the different phrases, which have been distinctly marked off.
7. Oral reading of the phrases and

then the sentence as a whole (1) individually, (2) simultaneously.

After the reading from the B. B. we use the tablet and reader.

WRITING.

I have learned writing must be taught along with reading. I commence with letter 'a,' then combination 'at,' words as 'cat,' 'rat,' 'hat.' Similarly with 'e,' 'en,' 'hen,' 'pen,' 'men,' etc.

The following are the steps:

1. Presentation of word picture on the B. B.

2. Oral examination of each letter, observing carefully the exact position

Is what every one needs especially those employed in stuffy offices and others of sedentary habits, in order to get the system in shape for the warm weather to come. To be strong the blood

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ruled in groups of four lines 1-4"

space.
If a child should find a letter or word very difficult it may be placed on his slate and his hand, guided by the teacher, trace it several times.

The little ones require a great amount of individual teaching and su-

amount of individual teaching and supervision in writing. By questioning, mistakes must be revealed and corrected by the little tots themselves:

I think it is well to use, beside slates, paper and pencil, the paper being ruled as the slates. The system of writing I find the best is Gage's Vertical System. It is very legible, the most natural and the most easily learned. SPELLING.

1. A few known words may be placed on the B, B. for the pupils to re-write four or five times, some written in their lines, others on the un-ruled side, the difficult words or hard combinations being examined and written in colored chalk.

2. A simultaneous drill in oral

spelling follows.
3. Individual oral test.
4. Written test to those who have attending school for a few months.

bey or not.

The little people need very little punishment, and if it is necessary, I find kind reproof or deprivation of the punishment of the people are very effective. 5. Detection of any errors by the certain little privileges are very ef-fectual. Corporal punishment is en-tirely unnecessary except in a case of wilful, deliberate disobedience, teacher.
6. Correction of these errors by the pupils, writing each mis-spelled word three or four times. ARITHMETIC. mary room.

Artificial incentives for work are

As I have only half of the Part I. Book: my work in arithmetic figures to 100 and to bas far as I can go, generally all sions or decades of 1, 2, 3, times 4.

In teaching the numbers from 1-10 I present the number in a variety of objects—sticks, beans, chalk, marbles, beads, etc.—and have the pupils make the number with the different objects. Then the name of the number of t objects. Then the name of the number is taught, the picture number placed on B. B., the figure taught, and lastly, the different combinations taught through objects and picture numbers. A great deal of drill is given the little ones by making picture numbers on their slates and working with objects at the table.

To teach the numbers from 10 to 20 I have the pupils proceed as in the first case, objective presentation and then picture number and figure placed on the B. B. I present the objects and picture numbers thus,—10 & 1, 10 & 2, 10 & 3, 10 & 4, etc., so when the figure comes to be explained the chil-dren readily see that I ten and 4 ones are 14. I do not explain the figure at this stage, but as soon as the twen-ties or thirties are taught, we come back to the "teens" and have them explained.

Numbers above 20. I have the chilto build other words from these sounds. Many devices are used to impress these new words, such as writing the word in colored chalk, counting the number of times it appears on the B. B. among other words, drawing a picture and placing words beside it, erasing the new word, tracing it in the air, examining every part of it, seeing it with the eyes closed, etc.

In a regular reading lesson I take the following steps:

I. I either tell a story or, with the little ones, have an interesting talk about the picture.

2. By questioning, I obtain from the pupils the first sentence, perhaps not exactly as written in the book, but it is accepted if the sense is identical. dren first count out objects in groups of ten and become accustomed of ten and become accustomed to the total of the street as one group as one "ten" and one stick as one "one" or "unit." I prefer using the term "one" at the beginning, as the little ones understand it better than "unit." Then we have practice in building numbers out of the multiples of 10, having the little ones pick out 2 tens, 4 tens, etc., giving orally the results, 2 tens are

giving orally the results, 2 tens are 20, 4 tens are 40, etc. The building and notation of composite numbers is the most difficult. first make a number of tens and one the numeral frame, and with

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most successful remedy has been found for sexual weakness, such as impotency, varicocele, shrunken organs, nervous debility, lost manhood, night emissions, premature discharge and all other results of self-abuse or and all other results of self-abuse or excesses. It cures any case of the difficulty, never fails to restore the organs to full hatural strength and vigor. The Doctor who made this wonderful discovery wants to let every man know about it. He will therefore send the receipt giving the various ingredients to be used so that all men at a trifling expense can cure themselves. He sends the receipt free, and all the reader need do is to send his name and address to Li.W. Knapp. M. D., 1710, Hull Bldg., Detroit, Micharequesting the free receipt as reported in this paper. It is a generous offer and all men ought to be glad to have such an opportunity.

Stiefs, and teach the little ones to with my little beople. I feel I have with my little beople. I feel I have received some of the greatest lessons in life I could have been taught, when in contact with them, and I am sure every primary teacher, whose heart is in her work, can not but feel a widening and deepening of a good moral character at the end of every year's teaching in the primary room. If it be only the pure, stainless words and deeds of the little tots we can surely receive a valuable moral lesson from their very innocence. Longfellow, speaking of children, says:—

[Ah! what would the world be to us, If the children were no more?]

[Ah! what would the world be to us, If the children were no more?]

name it, thus,—I hold 24 sticks—2 tens and 4 ones. How many tens I ask, how many ones? how much are 2 tens? Then I hold 20 sticks and 4 (sticks, and in place of saying 20 and 4 sticks, and in place of saying 20 and 4 sticks. I may say twenty-four sticks, etc. After a great amount of practice in naming the numbers, I have the pupils build the numbers I

Then follows the notation. I write the two words, "tens" and "ones" on B. B., and under them place so many tens and so many ones, and have the pupils write the figures under the headings, followed by analysis of the number, e. g., 2 tens and 3 ones are number, e. g., 2 tens and 3 ones are
23. A great amount of drill is given
this, then I call attention to the
fact that the tens are always written
on the left side, and the ones on the
right side, and I erase the words
"tens" and "ones" and continue the exrice without headings. After preercise without headings. After presenting the objects and having the children write the numbers, I write the numbers and have them name and express them objectively.

When the figures are learned in this way to 100, I commence addition tables, using the decades at onec,

tables, using the decades at onec teaching all the 1's, 2's, 3's, etc. thus,-21+1=22 22+1=2330+1=31 etc.

These are taught objectively and made by the little ones themselves, on a low table provided for that purpose. Different methods of drill are used, thus, —using circle, wheel, climbing stairs, ladders, timing pupils, etc.

LANGUAGE LESSONS. I have learned language lessons are not only a great benefit to the little ones, but afford them a great amount of pleasure. Full statements are required in every case. With my little ones the lessons are entirely oral, but

with Sr. Pt. I., some might be written.
I use the following material:

1. Have pupils tell what they have, what they can do, what sister does,

2. Naming things that can jump, run, swim, growl, etc., telling what birds, kittens, lambs etc. do. 3. Performing some action and having pupils describe it.
4. Lessons showing ideas of place, sound, distance, etc.

Lessons on pictures. Reproductive stories. 7. Showing proper uses of "is" and 'are,', 'this' and 'that,' 'was' and 8. Giving words opposite in mean

9. Memorizing little gems.
"Jr. Language Lessons" "Jr. Language Lessons" for 1st Book Classes," by G. B. Henderson, C. G. Fraser & G. A. Fraser, is an excellent help.

OBJECT LESSONS. In object lessons we commence with 1. The seven pure colors shown in paper, chalk, paints, yarn, etc. 2. The three forms, sphere, cube and

pyramid.
3. Object lessons on the things in the room, desks, chairs, black board, windows, etc. 4. Lessons on fruit,—apples, pears, etc., leaves, flowers; nature studies of

all descriptions.

In object lessons the principal feature is having the little ones discover as much as they can for themselves and then by skilful questioning have the unobserved parts discovered. DRAWING.

In drawing I give the little ones the simplest form to draw—circle, square, triangle, and present such easy objects as a cup, pail, book, etc., If we have five or ten spare minutes, I allow the children to draw whatever they please, either from memory or

they please, either from memory of some object seen.

I might briefly outline the busy work I have found the most pleasant and most profitable for the little ones. To keep the children profitably employed is one of the most difficult things in a primary room.

1. Writing words in ruled spaces a number of times.

2. Forming words by putting let-

number of times.

2. Forming words by putting letters at the beginning of such endings as 'an,' 'at,' 'en,' 'ap,' etc.

3. Making a list of words beginning with certain letters, as 'a,' 't,'

4. Forming words using letters in ziven words. 5. Arranging words so as to make sentence, thus-see, the, I, cat, fat -I see the fat cat.
6. Writing the lesson in the book

on the slate.
7. Drawing figures, as a ladder, wheel, fan, tree, car-track, telegraph pole, etc., and placing words or letters on the rungs, between the spokes, etc. 8. Making words of paper letters at

the table. 9! Making written and printed let ters together.

10/ Making picture numbers of dots, rings, sticks, triangles, arrows, flags, kites, wheels, moons, ladders;

akes, the different letters.

11. Making picture numbers at the table, with beans.

12. Making a certain figure in

ines so many times.

13. Making figures by ones to 100.

14. Making figures by tens to 100.

15. Adding one column of figures.

16. Writing answers to little tables.

17. Forming squares and adding 1,

2, or 3, so many times to certain numbers.

18. Drawing what they please, or copying simple drawing on black board.

REQUIRE VARIETY.

I have learned that to keep the lit-

e ones from getting restless, work must be changed every 15 or 20 minmust be changed every 15 or 20 min-utes and a few minutes spent in sing-ing, marching, calisthenics, or play-ing some familiar game. Moments spent in this way are decidedly essen-tial to quiet work with the little tots, not to say anything of the keen enjoy-ment they take in the different exer-cises.

And this is only a small part, it seems to me, of what I have learned with my little people. I feel I have received some of the greatest lessons in life I could have been taught, when in contact with them, and I am sure every primary teacher, whose heart is in her work, can not but feel a widening and deepening of a good moral character at the end of every year's teaching in the primary room.

Backache.

their hours of work and sure. Backache is generally a ptom of derangement of the deliwomanly organs. therefore to

cure can only be effected when the cause of the The use of Dr. ite Prescription debilitating drains, the in-flammation, uleration and

displacement which cause and many other aches and pains. "Favorite Prens no alcoho free from opi other narcotics

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What the leaves are to the forest, With light and air for food, Ere their sweet and tender juices Have been hardened into wood,-

That to the world are children; Through them it feels the glow Of a brighter and sunnier climate Than reaches the trunks below. Come to me, Oye children!

And whisper in my ear, What the birds and the winds singing
In your sunny atmosphere.

For what are all our contrivings, And the wisdom of our books, When compared with your caresses, And the gladness of your looks? Ye are better than all the ballads That ever were sung or said; For ye are living poems, And all the rest are dead.

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JEANNETTE'S CREEK.

Jeannette's Creek football team plays Mrs. Ed. Smith spent Sunday in Detroit. Mr. and Mrs. W. Shaw were visiting in Wabash the first of the week.

There was a meeting of the members of the Methodist Church on Thursday evening re the building of the shed when it was decided to commence work this week.

Mr. and Mrs. Forbes are spending a few days in Chatham this week.

Both Protestants and Catholics learner with deep regret of the removal of Rev. Fr. Parent, of St. Peter's R. C. Church, to the

Parish of McGregor.

Bishop McEvay will hold confirmation in 1St Peter's Church on Friday.

C. Kontze spent a few days in Aylmer

BALDOON.

Rev. J J. Haylock moves into the St. Thomas district, and is down for Strafford He will be succeeded by Rev. C. I Clark. Service on Sunday at Oldfield 10.30, Mitchell's Bay 1.30, Hinds 3.30, Grace Church 7.30.

KIND OF HER May-The girls were all crazy to know whether you are engaged.

Marion-But you didn't tell them did you? May-Oh, no. I said that when the time came you wanted to announce

it yourself. Women usually look on the bright side of things—especially mirrors.

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THE A. O. U. W. It is a good time to think about life insurance, at another man's funer-al, for yourself. You cannot do it very well at your own. And immediately after the funeral—the other man's—is a good time to act. L certificate in the M. O. U. W., for as large amount as you can afford will prove to those you leave behind an inheritance not be despised.

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and Final Examinations at the yearly xaminations at Chatham, which will be conducted by a
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