

lessons which may have been attended, is altogether insufficient. No one can fully comprehend a course of lessons on any subject without giving study in return, and primary methods are no exception to this rule.

The outlining of work for the beginners is left almost entirely to the teachers, especially in the country school. Ground will either be gained or lost the first month. The most important duty of the teacher is to keep these little ones busy every moment.

Never send little children to their seats without telling them just what to do. This is the golden rule in primary work, and if it could be blazoned upon the walls of every rural school, and kept by every teacher, a new era would begin.

The programme for seat work should be as carefully made as for recitations, and should include regular times for examining and changing work. Although habits of industry are even more important than the lessons at this stage, yet the seat work should be governed by and closely related to the class exercises. This presupposes a definite plan.

What should be commenced and what accomplished during the child's first month of school?

Reading, writing, and language should be commenced immediately and carried on together. Lessons in numbers may profitably be united with reading and language for some weeks.

Select with care about fifteen words for the reading lessons. Let three or four of these be names of interesting natural objects which can be brought into the school room, as *leaf* or *flower*; names of familiar colors; words which give the children something to do, as *take* or *hold up*; and the number words *one*, *two* and *three*.

One of the best and most interesting devices in teaching the first reading lessons is to let the children place objects by the corresponding words on the blackboard or chart, and to have them perform acts in obedience to written directions. For example the teacher writes, "Take the green leaf," and the child who promptly obeys is allowed to read the sentence.

In the language lessons which precede the reading exercises, awaken the children's observation of the beautiful things they are to see out of doors. Lead them to talk freely and to answer questions in *complete* sentences.

Most children can learn to write freely, rapidly, and well in a year. There is no result which can be so easily gained by the teacher, if a few rules are persistently followed. Most important of all are correct copies. In the large training schools teachers are obliged to spend much time in blackboard practice in order that their writing may be uniformly correct. If the teacher's

handwriting contains errors in form of letters a chart should be provided. Two or more times every day the children should fill their slates with neat copies of short sentences. One exercise each day should also be given to the careful study and copying of a single letter or short word, for the purpose of beginning thorough instruction in the correct form of letters. Read on this subject an article in "Parker's Talks on Teaching."

At the close of a month or six weeks, the teacher, with an average class of beginners, should be able to show the following:

Language: A growing interest in observing and talking about natural objects, and an improvement in the use of the complete sentence.

Reading: Daily improvement in erect position; clear, sweet, natural tones which can be heard by all the class; and such emphasis as brings out the thought. Ability of each child to read at sight, as a whole, any short sentence composed of the words selected, also to read the same words written in a column in any order.

Writing: Ability to keep a slate clean and hand in neat work; to copy two or three short sentences and not forget the period; to point out the straight and curved lines in any copy, and to form at least one easy letter just right.

Number: To notice number in common things, read and copy the words one, two and three, and recognize, at sight, the first five numbers in groups of objects or pictures.

Among the books of special help in preparing work for little children are: "The Practical Teacher" (E. L. Kellogg, \$1.25); "How to Teach Primary Reading" (Teachers' Pub. Co., 6 Clinton Place, New York, 15c.); "First Weeks at School" a charming primer containing much help for the teacher (Ginn & Co., 12c.); and Rickoff's Arithmetic" (D. Appleton & Co.)—*The Public School Journal*.

Upon the whole, the country teacher has the better material on which to work; and, though his remuneration as weighed in dollars and cents may not be so great, yet his reward when measured by the results finally produced, by the men and women who grow up strong in body and mind and morals, is far greater. Let not the country teacher be disheartened. He is doing inestimable service for God and humanity.—*Mississippi School Journal*.

"God be thanked for books! They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. No matter how poor I am, if the great writers will enter and take up their abode under my roof I shall not pine for want of companionship, and I may become a cultivated man, though excluded from what is called the best society in the place I live."—*Channing*.