

test, and review constantly and thoroughly. Pupils may now be required to point on the tablets to words and phrases already learned.

Here let me give one or two cautions to the young teacher. In testing classes do not allow simultaneous or class answering. Depend upon individual answering. In teaching, class answering may be used advantageously. The teacher's printing on the board must be exactly like that on the tablets, so far as formation of letters is concerned. It must, in short, be printing—not a hybrid, partly printing and partly writing. Prepare for this at home. Another caution: The pupil should not meet, on the board, tablet or book, with any word which he has not previously used in conversation.

After the pupil has become familiar with the names of a considerable number of things, and can recognize these names on the board and tablet, another step in advance should be taken. The phrase should be enlarged to express the kind of thing. Show the class a box. "What is it?" Put "a box" on the board. Then show them a red box, and put the phrase, "a red box," on the board. Drill, as before recommended, pointing to the object and phrase until the latter can be read at sight. Then deal with "a red cap," "a red hat," etc. (always using objects the names of which the pupils can already read). Then, in the manner already recommended, teach pupils to recognize the word "red." This will be easily done, as they already are familiar with all the words in the phrase but "red." They can read the phrase "a red box." They can also readily recognize "a" and "box." The remaining word in the phrase must be "red." Next, treat "a blue box," "a blue pail," "a blue book," etc., in the same way. Then "a small boy," "a small girl," etc. Always have a

pleasant preparatory chat with the pupils about the object ("red box," "small boy," etc.). Let them have the lion's share of the chat. At every step exercise close vigilance over the style of speaking and reading. Train to natural, fluent, *good* reading from the first. Be satisfied with nothing else. See to it that your pupils *really* read. There is a great deal of "make-believe" reading in primary classes. What passes for reading is frequently a mere repetition from memory. Pupils must be taught to observe closely the separate words and phrases. They must be trained to recognize these at sight. Test in this point very frequently.

SENTENCES.

Show the class one of the objects previously used. "What is it?" Lead them to put their reply in the form of a sentence. "It is a cup." Print this on the board. Let the class read it until it is read well. Then let each pupil read it. Pursue the same course with "It is a box," "It is a hat," etc. Then, in the manner already described, lead them to recognize readily the new words "it," "is." In this way teach "I," "am," "in," "on," "down," "up," "far," "near," "my," "his," "me," "are," "east." (Do not forget the caution about the use of words in conversation first.)

INTERROGATORY SENTENCES.

These may be taught in some such way as the following: A number of objects, the printed names of which the pupils can readily read, are in the teacher's desk. A pupil takes one of these, without letting the other pupils or the teacher know which he has taken, and asks the latter what he has. Let the teacher at first not guess correctly, but ask, in a very natural way, and with proper expression, "Is it a box?" "Is it the cap?" etc. Then let