

reading without thought. In the beginning this may be called the objective word method, and is, I maintain, the true starting point, that of teaching reading before spelling.

The first word is to be made with the chalk on the blackboard. How is that word to be made? Theorists of to-day generally say it should be written, but as exceptions help to make a rule, there are a few who prefer to print it in the beginning. Agreeing with the exceptions, the following reasons for doing so are given:

Print is learned with the greatest ease, and it only can be used in connection with a chart. It would not be fair to ask the child to learn both at first; make him familiar with printed forms first, and then gradually introduce writing. After he has learned enough words to make him familiar with the printed form he will have no trouble in writing each new word as he learns it. A child should not learn to print. It would be learning a useless thing. The first attempt in trying to make the words himself will be imperfect, whether these attempts be at printing or writing, but such attempts assist in cultivating the hand to use the pencil, and when the time comes for him to make and read written forms he will be able to do so.

The word is to be made. The chart is close at hand, but the attempt will not be a success, if the teacher is dependent alone upon it. The repetition that is necessary for the learning of most words can not be found on any one, nor even on many charts; these necessary repetitions can be made on the blackboard with ever changing interest. The words on the chart necessarily occupy the same position and may lead the child to learn them in the order there given. On the blackboard there is room and opportunity to have every word occupy a different place every time it is used. One more striking advantage is, that making the words with the chalk corresponds, to some extent, to giving them with the vocal organs. It is what is called "pencil talking," and adds a relish to the work of the lesson that increases the appetite for that which is to follow more easily and voluntarily than any chart alone can be made to do.

Words that are meaningless to the child must not be taken in the beginning; but the names of common objects, actions, and qualities, that are familiar to him. The spoken vocabulary precedes the printed by four or five years. It is quite reasonable to adopt this vocabulary, since we find in the words most common