

*Capital Letters*

There need be little difficulty in teaching the capital letters. They may be spoken of as grown up, or in any other familiar way. When a child has an idea clearly it does not confuse him to give him two forms to represent the idea. A young child will learn to speak two languages, if father speaks to it in one language and mother in another. A child who has learned music by the Tonic Sol Fa notation will learn the staff notation in a single lesson if it knows music. Over and over again, large classes, not one pupil of which has ever had a lesson in the staff notation, have been taught a single lesson of half an hour's duration in public, and have immediately sung correctly two part music at sight that was written in the staff notation specially to test them and brought direct from the printing press to the hall. So it will not confuse the children at all to give them both forms of the letters, the capitals and the small letters. Neither is it at all confusing to give the children both the script form and the printed form. For a short time after the pupils begin to study visible language, that is until they have learned the process of recognition, they need not use capitals.

*"A" and "The"*

These words give most teachers a good deal of trouble in the primary classes. The reading of younger children is usually spoiled by dwelling too long on "a" and "the," and thus making them prominent. Many teachers give their pupils the short sounds of the vowels in these words, hoping to improve the reading. This teaching does not ac-