

on the board, and be ready for a short drill in the *sounds* of *all* the letters used. Whether one should teach the names of the letters at this stage or not I have not been able to decide. It postpones the actual reading of words by introducing a set of sounds having little to do with it. And yet, I have found that, by mentioning the names of letters when teaching the sounds, I enable most children to "pick them up," and with very little help, to be ready for spelling. It is also well to have the alphabet on the board above, so that reference and comparison may help the beginner to get what these lessons are designed to give him—a connection between words and things already in his mind, and the gradual association of sound, letter and name of letter with the word.

Teachers and parents have asked me if I prefer that children should be taught the names of letters before coming to school; and I can only say that, while it often makes my work easier, I am sure the child must find it confusing that his familiar "b," "a," "t," are not "bee-ay-tee" when taken together, but have quite different sounds. And a little confusion, the missing of a few small links at the first of school-life may have far-reaching results.

After a number of such lessons as the foregoing, the child is given his first book. Some training of hand and eye have awakened his intelligence; his unfolding ideas as to form and color and the objects about him have already prepared him for the grasp of new ideas. The reading lessons have dealt not only with names of objects—your ingenuity has provided an object or two as a foundation for most of the lessons—but with such sentences as you have been able to get from pupils. "I see the bat." "That is my cap." "The map is on the wall." "The pin is in the mat." "The tap is in the hall." "Here is your ball." By isolating and re-combining the words used you have given a good drill in recognizing words. You have introduced many of the words used in the first two or three book-lessons, and the phonic drill has put the child in a position to pronounce intelligently such new words as he meets. The drill in letter-sounds and syllable-sounds should, of course, be continued. (I have had to devote valuable hours to it in grades seven and eight.) The book-lessons will bring up the "silent letter," and you will give short drills on -od and -ode, -ad and -ade, -it and -ite, -in and -ine, etc.; on diphthong sounds, vowel combinations, consonant combinations, and in fact,

just such "points" as the lesson puts before you.

It is a good idea to get statements from pupils, about any familiar matter of interest to them, such as what occurs in their homes, what they see and hear in their walks to and from school, etc., and combine them into a "story" on the board. It makes an interesting reading and spelling lesson, which, since books suitable for reading by grades two and three are so hard to find, makes a good supplement to the prescribed reader. Excellent suggestions for Primary Reading material have lately appeared in the REVIEW. At all events, do not let the reader stories grow threadbare nor the interest lag in new words and new readings.

I have not mentioned the numerous "helps" to Primary Reading, for most teachers know and use them already: Cutting out letters which the children place so as to form words, and words for them to form sentences; (be sure to have them read what they have "formed"); games with words, placing picture and word correctly together. They all provide valuable "busy work," but only as an aid to the real teaching of reading.

All through the primary years, and I may say throughout school life, the teaching of reading should have much the same aims as these first lessons.

Clear enunciation due to phonic drill; correct emphasis and expression due to the pupil's intelligent interest; and eventually to a love of good books, one of the best things an education can give.

Summer School of Science.

Summer is over and gone, schools are open and the student-teachers of the Summer School of Science are spread abroad over the land. Has the leaven of the very pleasant, hard work of those memorable three weeks in elm-embowered Fredericton begun to work?

On the opening day of school, did the primary teacher fascinate the wee tots with picture stories on the blackboard? Little folk are so easily entertained, and drawing is work and amusement, pleasant in either case. Professor Hagerman's teaching was just along the line we needed. The Augsburg books were taken by number and the principal points in each explained while we did the illustrating—strange, weird attempts some of us made. But in three weeks, telegraph poles and fence posts had individuality; deer and dogs were not alike.