

He Got It.

A graphic incident in the life of a spoiled child is well told by a writer in an exchange. Among the passengers on the St. Louis train recently was a woman accompanied by a nurse girl and a boy about three years old.

The boy aroused the indignation of the passengers by his continued shrieks, and kicks and screams, and viciousness towards the patient nurse.

Whenever the nurse manifested any sharpness, the mother chided her sharply.

Finally the mother composed herself for a nap, and about the time the boy had slapped the nurse for the fiftieth time, a wasp came sailing in and flew on the window of the nurse's seat. The boy at once tried to catch it.

The nurse caught his hand and said coaxingly, "Harry musn't touch. Bug will bite Harry."

Harry screamed savagely, and began to kick and pound the nurse.

The mother, without opening her eyes or lifting her head, cried out sharply:

"Why will you tease that child so, Mary? Let him have what he wants at once."

"But, ma'am it's a—"

"Let him have it, I say."

Thus encouraged, Harry clutched at the wasp and caught it. The yell that followed brought tears of joy to the eyes of the passengers.

The mother awoke again.

"Mary!" she cried, "let him have it!"

Mary turned in her seat and said demurely, "He's got it, ma'am!"

PRIMARY DEPARTMENT.

A Few Hints on Primary Reading.

Reading, properly considered, will include many things. Among these, two things hold an important place, viz., the broadening of the mind by the acquisition of new ideas, and the culture of the voice. While each should receive due attention, the former should be of greater consideration. The child should be led to express his own thoughts and the thoughts of others.

The "thought-method" should be employed in teaching reading. Objects should be used, at first, to lead the pupil to talk. Short sentences about the object should be written on the blackboard for the child to read naturally, as he would talk. This process should continue for two or three months. Allow the pupils to use a pointer, but be sure not to let them point out each word separately, but read the sentence as they would speak it.

Charts and blackboards should be used as aids. After the pupils have a sufficient vocabulary of words which they quickly recognize at sight, the primer should be commenced.

From the first use of the book the teacher should require the pupil to hold himself and the book in proper position.

Require full, clear tones, and distinct articulation.

New words should be carefully pronounced, and their meaning understood.

Phonic spelling should frequently accompany the reading lesson.

By skilful questions lead the pupil to know the thought, that he may express it naturally and easily.

Sometimes there should be silent study of the lesson, and the pupils be required to reproduce, either orally or in writing, what they have read.

Perhaps there is no branch of the school work where greater improvement is apparent within the last five years than in the matter of primary grades. Vastly more is accomplished, and with decidedly *better* results than by former methods. Pedagogical laws are now obeyed perhaps more fully in the reading exercises than in the arithmetic, geography, or grammar teaching. By the use of objects first, then the names given orally, then the making of sentences, that is, the saying of something about the objects, then the writing of these sentences on the blackboard, and finally the reading of them, or the recalling of them at sight—all this paves the way for further development of the art of reading, and leads by a more persuasive path to the pleasures and the uses of the printed page.

I have known, in a large city, a class of fifty little children five or six years of age, gathered from the average poor and middle class people, placed in charge of a skilful teacher who pursued the plan outlined above, who in one year read through *fourteen* first readers, and at the end of the year they could read with ease and in an intelligent manner any easy reading, and could understand the meaning of what was read.

William A. Murray, Hark Park, Mass., in Public School Journal.

Blackboard Exercises.

Let the pupils copy and complete the following phrases:

- A fleet of (vessels, ships).
- A flock of (birds, geese).
- A bevy of (girls, children).
- A pack of (thieves, wolves).
- A gang of (thieves, ruffians).
- A host of (angels, friends).
- A throng of (guests, people).
- A shoal of (shad, porpoises).
- A troop of (soldiers, sight-seers).
- A covey of (partridges, ducks).
- A horde of (ruffians, wretched people).
- A heap of (rubbish, gold).
- A drove of (oxen, cattle).
- A school of (mackerel, whales).
- A congregation of (worshippers, Methodists).
- A corps of (teachers, engineers).
- A band of (robbers, musicians).
- A swarm of (bees, locusts).

From the Teachers' Aid.