

a recitation of this exercise, but a pleasant talk between teacher and pupils.

As a next step, actions may be noticed and named by the pupils. Let one of the class walk, run, speak, or hop before the class, who may tell what he does. "John talks," "Jane hops," etc. Then let them imagine what can be done, and express the thought: "James can eat," "I can play," "I can sleep," "I can toss a ball." In all these exercises the pupils should be led, by the example of the teacher, to speak naturally and pleasantly. Just force enough to be heard by all who have a right to hear, is all that is required at any time in any school. Give much attention to *voice* and *tone*. Exercise a constant supervision over the utterances of the children. Other things being equal, pupils who talk well, read well. A little time and skill applied now will save much subsequent trouble and disappointment.

TEACHING TO READ.

Before trying to do this—indeed, before attempting to teach anything—spur your pupils to feel anxious to learn it. Develop in their minds an appetite for the food intended for them. Take an object with which the pupils are thoroughly familiar, and about which they have chatted with you. Point to it. Get its name—"a box," "a cup," etc. As the class or individual pupil says "a box," print the phrase on the board, holding the object near the printed phrase. Then point to the object—the class names it. Point to the phrase—the class names it. Repeat, pointing alternately to the object and the phrase, the class giving names. Then point only to the phrase, and get name. Then hide the object and point to the phrase. If the child hesitates to name it, show the object again. Now review without the object. Continue

this until each member of the class can recognize the printed phrase at sight. Test by printing it on different parts of the board. Print it and other phrases on the board, and get pupils to point to and name it. Continue the exercise until the names of a considerable number of objects, when printed on the board, can be recognized at sight. The reading of these must be easy and natural. *A* and *the* must be pronounced as they are pronounced in talking—like *a* in man, and *th* in that. At a more advanced stage the pupils may be taught to pronounce *the* with the *e* long before words whose initial sound is a vowel sound. But this must not be attempted now.

After a time, in reviewing, lead pupils to distinguish the separate words composing the phrase. This may be done thus: Print the phrase, "a cup," on the board. Point to it—the pupils read it. Print it again, and, as the pupils read it, point to the separate words. Repeat this again and again. Then point to "cup," The pupils will at once read it. Print "cup" alone on the board, and get pupils to read it. Repeat this exercise until that word can be recognized at sight, even when printed in combination with other words. Treat the phrases, "a box," "a cap," "a man," "a hat," etc., similarly. While, in this way, teaching the pupils to read "cup," "cap," etc., you are incidentally, but thoroughly, teaching them to recognize "a" also. In this way a large number of names should be taught, and also the words "a," "an" and "the." After a time, in the exercise on names, all words but the name may be dropped. Use names (not long) of pupils, names of things in the room, out of doors, at home, etc. Get pupils to come prepared with names; they will like it. The names must be names of objects with which they are familiar. Drill,