

life, folk stories, fairy tales and bits of easy poetry may be used in the primary grades. These should be carefully selected by the teachers—short stories for the first grade, gradually lengthening as the second and third grades are reached. Not many stories will be needed, for, if good, and none but good ones should be told, the children will call for a repetition many times. Do not at first ask the children to re-tell the story. Wait till they begin to be interested and ask questions about it. Then they will offer to tell it. If you have told the story in quiet, easy voice, the children will imitate your style; and you can thus help to impart those natural tones to their reading which later on will be a boon to them and to all who listen. Nothing is more dreary in some schoolrooms than to hear the sing-song monotonous reading. This is neither childlike nor natural, and teachers are chiefly to blame for the fault.

Blackboard Readings.

The first lessons in reading should be made up from the stories which children have been told, from talks, and from the varied sounds which come in through the open window of the schoolroom. Nothing will delight children more, nor spur them to invention than to get them to talk and make easy sentences upon the voices of nature, the occupations going on about them, and what they see from the schoolroom window.

In a few weeks, first grade pupils should be ready for attractive, easy readers, not one, but several, for nothing will so benumb a child's faculties as to keep him droning at one book. Most children, indeed, learn to read by themselves when an easy book that interests them is put into their hands. Such are "The Princess and the Bean," and other books by Hans Christian Andersen; "Little Red Riding Hood," "The Little Red Hen," "The Story of Tom Thumb," "The Cat and the Mouse," by Clifton Johnson; "The Wolf and the Seven Kids," "The Cat and the Mouse in Partnership," "The Elves and the Shoemaker," by Margaret Hunt; "The Crow and the Pitcher," "The Frog and the Ox," "The Three Bears," "The Three Pigs," by Joseph Jacobs. Frequent selections from Robert Louis Stevenson and other good poets for children are given in the different numbers of the REVIEW.

*Selected from the "Elementary Course in English." See EDUCATIONAL REVIEW for June, 1911.

The Young Teacher's First Day.

The young teacher beginning her first term of school is anxious to make a success of her work. Many of these young teachers are just out of high school, and have had no special training for their work, and have only vague ideas of how to begin. To these it is hoped this article will be of value. On the Saturday before school is to begin, go to the clerk of your school board, get the key and register and spend that afternoon, at least, at the school house. From the register you will learn the pupils' names and ages and be the better able to classify them on Monday morning.

Get out the text books, dust them off and place them in neat piles on your desk. It must be understood that the room is reasonably clean. A teacher last fall opened her schoolroom door on the first Monday morning to find evidences of tobacco on the floor and walls—results of band practice and annual school meeting. Mud, dirt and filth everywhere. She backed out, went to the clerk, and handing him the key simply said that the schoolroom must be cleaned before she would go to work in it. It was cleaned that day and she taught a splendid school.

Monday morning be at your school house by eight o'clock. Open the windows, air out the room and make the place look as homelike as you can, but don't put up your pictures just yet. Keep busy; if nothing else presents itself to do open up a book and look over a lesson. The children are going to watch every move that first week, and the success of your work depends on the mistakes you don't make.

You should have a small clock at the side of the room where both teacher and pupils can see it. Keep the right time, and promptly at nine o'clock call school. Twenty children get into the seats; twenty pairs of eyes are on you and just now is when a funny feeling comes over you. You are a child no longer; you are mistress. No longer pupil, for you are *teacher*. You may have trouble later getting their attention but not this morning. They are to form an opinion and now is your chance. What will you do? Why just the simplest thing in the world. Say, "We are met as a school. You are the pupils and I am your teacher. I want to learn your names today and get acquainted with you and I hope you will help me. We are going