

cough; but yesterday Johnnie had ten cents to spend for candy.

The idea of a savings bank suggested itself to Miss Pleasants. So during the morning talk she told the children about her plans, and when they saw the neat book with their names written in it, they were delighted. It was not many days before nearly all of the children had some money in the bank, and at the end of the first month new shoes, mittens, slates, and other necessary articles had been purchased. Many kind acts for schoolmates in sickness have been done since this bank has been in existence, and never before have the children been so comfortably dressed and provided with school materials.

Is not Miss Pleasants teaching her little flock one of the great lessons of life—to take care of the pennies and spend them profitably?—*American Teacher*.

### HOLIDAYS.

ARNOLD ALCOOT.

SOME time during the next six weeks your thoughts will probably turn again towards school work, and perhaps you will take up the JOURNAL for July the fifteenth, which may as yet have remained unopened. In this case the reader's mind will naturally recur to the Opening Exercises of the school programme. "How shall I vary and improve these for the coming session?" Hitherto I have assigned topics such as, Love, Kindness, Obedience, etc., and we have taken Bible verses, gems, songs and stories, bearing on the special subject under consideration. A committee of pupils was appointed to take charge of the topic some days before it came up, so that all would be in readiness. Friday morning the opening exercises were generally prolonged, and a review of the week taken. As the pupils had a large share in the work, often conducting the whole exercise, of course the interest was secured and maintained. But the question which intrudes itself, and which is very pertinent is, how *vary* and *improve*?

It is true I have never taken, in all the course assigned for these exercises, a definite plan on such a line as this, viz., the boys and girls of the Bible. Now, do you not think that variety in this way must improve this department. Let the lessons on these boys and girls be as pleasant and as entertaining as any in literature, and the effects resulting must be good. We should lead our pupils to discover from the actions of the boys and girls in the stories, what kind of children they were, with reference to special traits of character, whether truthful or untruthful, kind or unkind, manly or unmanly, unselfish or selfish, generous or mean, etc. These lessons might be nicely tabulated on the blackboard, as they are taken in class, and will form excellent subjects for composition.

### PHYSICAL EXERCISES.

These must be added to and varied. Pure Calisthenics followed by devitalizing exercises, together with Delsartean movements, and these succeeded by brisk turns, the right turn, left turn, left about, etc., as preparation for the final marching with flags and sword by "officers and captain" make

one of the best ten minute periods of the day. There should now be breathing exercises which lead to music.

With reference to my new plans for Music, Arithmetic, Development and Language Lessons, Geography, Writing and Drawing, nothing at present, as these shall be offered from time to time as required.

This is holiday time,—a time for rest and recuperation of the great nerve centres of the human system. Not a time for idleness, but a time for a complete change of occupation.

Mere knowledge of music will not enable one to play on a musical instrument, nor of anatomy to perform skilfully a surgical operation. Neither will mere knowledge of the principles of teaching enable one to become a *teacher*. Earnest thought and work under Divine guidance and blessing bring the sure harvest of reward.

### A NUMBER GAME.

PASSING quickly through the aisles, crayon in hand, I place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates, and, telling what their numbers are, ask the pupil on the platform a question. When he fails to answer correctly, he goes to his seat, and the one who asked the question answers it and takes his place.

Suppose the boy's number to be 45, the questions will run like this: "My number is 37, how much more is yours than mine?"

"My number is 10; if cents, how many 10 cent tops could you buy, and how much over?"

"My number is 27, add mine to yours."

"How many nickles in your number?"

"If my number be taken from your number, what will be left?"

"Your number is how many times my number?" etc.

This calls for close attention and rapid thinking. If the scholar who is being questioned is a little slow in answering, the others grow wild with excitement, and in their eagerness to answer for him rise from their seats and even press forward as far as the platform. But noise and confusion of this kind does not hurt a school, and the teacher will feel amply repaid by a look into the bright faces and shining eyes of the happy little people.—*Sara E. Clark, in Intelligence*.

### PRIMARY READING.

JAMES PALMER.

IN the May number of *School Education* I find an article under "Word Work for Beginners," in which the writer shows that she has a clear conception of one of the fundamental laws of education, to wit: That children should be encouraged to do things themselves instead of waiting to be helped.

She says: "In teaching beginners to read, as soon as possible they should be taught how to make out words for themselves." And in speaking of the Word Method says that "when fifteen words are learned the pupils have not gained any power

to master the sixteenth word." True words were never spoken.

She then proceeds to give us her method, of word-building, by means of the sounds of the letters, from which it appears that there is still hope that we may some day get back to the old way which, after all the experiments that have been tried, seems to have been the most fruitful of good results.

With an experience of sixty years in the school room, both as pupil and teacher, I confidently assert, that, with all our boasted educational advantages, with tasty and commodious school-houses, supplied with all the modern appliances for helps in teaching, with our normal schools and institutes for the training of teachers, we do not turn out as good readers as was done in the days of log school-houses with slab benches, and but a few helps of any kind.

There must be a fault somewhere. It cannot be in the teachers, for as a rule, they are much better educated than formerly, and most of them have received special training. The children are certainly as well endowed with natural abilities as were those of the past generation. The fault must be in the method of teaching.

There is a plan which I have used for many years, with excellent results.

After the pupils have learned a portion or all of the alphabet, I have them read short words on the reading chart, by naming each letter in its proper order, the teacher using a pointer and pronouncing the word after they have spelled it correctly, the pupils pronouncing it after the teacher. After using all the short words on the reading chart place a book (the common speller is the best) in the hands of each pupil and have them read in the same manner, beginning with short words and gradually advancing to those which are longer and more difficult. Always pronounce any words which no one of the class is able to pronounce, and be sure that all pronounce it after you.

This exercise may be varied by word-building, etc., but do not put pupils to reading stories till they have mastered quite a number of small words, so that they can call them readily by sight without spelling.

By this method pupils incidentally learn the sounds of the letters. They may be aided by calling their attention to them, but with small pupils it is better to depend on their learning the sounds incidentally, as they are apt to become confused and discouraged if required to learn more than a very few things at once.

In this way the pupils learn to recognize all the letters in a word at a glance; not only all the letters in *one word*, but those of several, and this ability must be acquired before they can become good readers. The scholars are also soon able to make out words for themselves, thus relieving the teacher from constant interruptions by pupils who have words which they cannot pronounce.

Now, dear reader, having given you my plan, I trust if it does not meet your approval you will criticize it as you may think it deserves, for the truth is what I want, and if you can show any good reason why my plan is not the best, I am willing and anxious to learn.—*Ec.*