

hand in hand with the regular teaching. For example, the teacher has taught the word "doll" as a new word. The succeeding busy work should only be such as shall help to fix the new word. Outlining the letters with peas will mean something to the children. Tracing the familiar form through tissue paper will stamp the word on the mind. To find, out of a handful of miscellaneous words, all the little cards that say "doll" will be a delight. To send the children to their seats to draw straight lines, or to make chairs with their pegs, is not only useless as busy work, but it is decidedly wrong, as it causes the mind to suddenly make a radical change. If the number "four" has been taught as a whole, what is the value of the succeeding busy work that

requires the child to fill his paper with the letter c, or allows him to make anything that happens to be on the blackboard in his busy work?

One of the charges against busy work is that it is often carelessly done by the children and carelessly corrected by the teacher. If required to make square with splints, the children are apt to leave spaces where the splints should touch, some squares will be straight and some will slant, thus making a rhombus. It is the teacher's duty to look at each child's work and to give individual help in every needed case. The teacher who allows the kind of work above mentioned to go unheeded is fostering a habit of carelessness that will show in all kinds of work.

BUSY WORK FOR FIRST GRADE PUPILS

By ALICE COOK FULLER

All teachers of the first primary children have been impressed with the uselessness of the average "sentence builder," for busy work during the first four or five months of school. In view of this, the following plan has been proven satisfactory.

At the end of the first month the child's vocabulary consists of thirty words. The following taken from Baldwin's reader were used: ball, box, leaf, tree, boy, cup, apple, big, little, green, blue, red, yellow, this, an, the, on, table, round, one, two, a, I, see, put, is, in, find, take, and from.

Six sentences should be arranged containing all of these words.

Write the sentences so that the words may be readily separated, and hektograph on to bristol-board cards 8 x 10, or larger.

Cut into squares, each containing a single word.

The sentences are then hektographed on to the face of envelopes, one for each member of the class. A cut up card is then placed in each envelope.

During the busy work period, pupils

place the envelopes on the desks, where they may be readily consulted, and build the sentences on the envelope with the words contained therein.

This helps to make the pupils independent, as all of the words in the envelope are found on the outside, and the teacher's attention is not constantly demanded when pupils fail to recognize words.

After the sentences are completed, have the pupils change the positions of the "name words" and of the "color words," and more familiar adjectives, making new stories, and at the close of the period the teacher may allow them to read the new stories thus formed—an exercise in reading which the children find especially enjoyable.

When sufficient proficiency in writing has been acquired, these may be copied, as seat work.

At the end of the second month, the vocabulary should include sixty words. More and longer sentences should be written containing nearly all of them.

At the end of the third month add the new words acquired, but do not