

The following may be used by the teacher as basis for story-telling: The Stories of Grade I., Bible Stories, How Fire Came to the Indians, How Evergreens Keep Their Leaves, The Fox's White Tail, Home of the Swiss Baby, Little Lame Prince, Rip Van Winkle, Bruce and the Spider, King's Daughter Who Laughed, Wise Men of Gotham, How Elephant Got Its Trunk, Phaeton, Ugly Duckling, Hero of Haarlem, Midas, Piccola, Why Sea Is Salt, Home of Japanese Baby, Androcles and the Lion, Elves and Shoemaker, Cinderella, How Cedric Became a Knight, Philemon and Baucis, Pied Piper, Pandora's Box, Epaminondas.

The following are suitable for memorizing: Blow Wind Blow, Where Go the Boats, Six Selected Lullabies, October's Party, The Lamplighter, Land of Counterpane, Pussy Willow, Night Wind, Brown Thrush, Seven Times One, We Thank Thee, The Little Seed, Five Little Chickens, Owl, Hiawatha, Autumn Fires, Fairies, Thanksgiving, Rock-a-by-Lady, The Wind, Golden Rod, Sweet and Low, The Blue Bird, Selected Poems from Readers.

The following have been found suitable for dramatization: Running Away, Lion and Mouse, Fox and Grapes, Hare and Tortoise, Hero of Haarlem, Lombardy Poplar, Honest Woodman, Foolish Pine Tree, Bat, Bird and Beast, Evergreens, Wolf and Kids, Ant and Mouse, Magpie's Lesson, Billy Binks, Drowning of Mr. Leghorn, Wind and Sun, Sleeping Apple, Four Musicians, Sleeping Beauty, Epaminondas, Hansel and Grethel, Shoemaker and Elves, How They Run, Johnny Cake, Belling the Cat, Little Shepherdess, Rabbit and Turtle, Red Hen.

Grade III. and Upwards.

The programme for succeeding grades has been worked out, but is not given in this issue because of lack of space. Should teachers wish it the list will be printed in another number of the Journal.

The first aim in teaching pupils to read is to develop their power to get

thought from the printed page. It is very easy to get thought in narration, not quite so easy in description, and not quite so easy in description. Some can not follow the wording of a problem in arithmetic, and some fail to read when a statement is made in abstract terms. Some read words without thinking of their meaning; others as they read criticize the statements made, or seek to find how such statements may be applied to actual situations.

A good rule in the reading of a prose selection is to take the following steps: 1. Read reflectively so as to get a general idea of the thought. 2. If the selection is worth it, read a second time, jotting down (mentally or on paper) the order of the thought. 3. If the thought is directive, that is, if it is such as bears upon action, read critically, and finally (4) See how it may be applied to life situations.

For example, take the following selection from Jane Addams "Democracy and Social Ethics":

"To attain individual morality in an age demanding social morality, to pride one's self on the results of personal effort when the time demands social adjustment, is utterly to fail to apprehend the situation.

"It is perhaps significant that a German critic has of late reminded us that the one test which the most authoritative and dramatic portrayal of the Day of Judgment offers, is the social test. The stern questions are not in regard to personal and family relations, but did ye visit the poor, the criminal, the sick, and did ye feed the hungry?

"All about us are men and women who have become unhappy in regard to their attitude toward the social order itself; toward the dreary round of uninteresting work, the pleasures narrowed down to those of appetite, the declining consciousness of brain power, and the lack of mental food which characterizes the lot of the large proportion of their fellow-citizens. These men and women have caught a moral challenge raised by the exigencies of contemporaneous life; some are bewildered, others who are denied the relief