

THE SECOND LESSON.

(Continued from last week.)

GENERAL EXERCISE.

The next day, in the morning, before school begins, quite a number of the children come in when the first bell rings, pass to their seats, take out their slates, and begin to make the picture of the fox drawn by the teacher the day before.

The first bit of Busy-Work given the classes, is to copy the list of words,—nose, animal, eye, ears, tail, coat, fur, red, black, fox, hunt, eat, farmer, house, barn, hens, chickens, turkeys, ducks, geese,—now rewritten in beautiful chirography. In the afternoon, about midway in the session, just after a motion song, the teacher inquires,

"Who wants to tell us the Fox Story? Arthur, we will listen to you, and see how many of my words you put in; I will mark them." So Arthur begins.

"Once there was a fox (the teacher puts a cross beside the word fox in the list), 'and he stole things,' went on Arthur, 'cause he didn't know any better.'

"I should say *because* he didn't know any better," significantly emphasizing the corrected word.

"And the farmer lived in a house, and had a barn, and kept lots of ducks, and geese, and hens, and turkeys, and chickens;" and down he sits.

"That's pretty well," comments the teacher; "but I'd like to hear more about the fox. Bessie."

"A fox has a long nose, and sharp eyes, and two ears, and one tail, and some fur," announces the little girl, and then stops.

"Did I tell you about anything else?" interrogates the teacher suggestively.

"Oh, yes!—a farmer, and a house and barn, and some hens and chickens;" and that is the end of her story.

"Who can tell me anything they left out?" is the teacher's next demand. Nearly all the hands are up. "Robbie,"

"They didn't say the fox was an animal."

"So they didn't. Stevie."

"You said the fox's coat wasn't made like mine or Minnie's."

"Didn't you mean to be a polite little boy, and speak of Minnie's before you did your own?"

"Yes'm; you said the fox's coat wasn't made like Minnie's or mine."

"You may say Minnie's *nor* mine, next time," corrects the teacher. "Ella, what have you to say?"

"The fox was so old he couldn't hunt any more, and get things to eat."

"Certainly I said so. Luke."

"There was a hen-house and yard, where the ducks, and turkeys, and geese stayed."

"That's nice; come and show me where they are, on the board."* He does so. "Everybody be ready to tell me quickly something about the first word. Mary."

"I have a nose."

"The second, Alice."

"The fox is an animal."

"I've heard that before this afternoon; tell me something new. Phil."

"I have an animal."

"Have you? What is it?"

"A dog."

"Good! What about this word, Bello?"

"The fox has sharp eyes."

"The next, Millie?"

"Ears are good to hear with."

"Yes, and I'm glad I hear that. The fifth word, Frank."

"The fox has a pretty tail."

"Did you ever see one?"

"No, but I saw a picture of one, onco."

"Go on, Fannie."

"My father wears a coat trimmed with fur."

"Just see! she took my next word away from me. Tell me something about the eighth, Herman."

"Red and black are colors."

"There go two words again; what shall I do?" in a tone of mock despair. "Ida won't treat me so—will you?" But Ida, trying very hard to look unconscious of her brilliancy, makes the following announcement:

"The farmer hunts the fox to eat him." This is news, and the teacher cannot entirely control either voice or face as she answers,

"Not quite: we don't eat foxes, my dear child; but that was a good sentence. Who wants the next word? Louise."

"The hens, and chickens, and turkeys, and geese, and ducks, lived in a house back of the barn."

"Well! well! what smart children I have! They take my words all away from me, and now I haven't one left. I shall have to tell you something new about the farmer and the fox to-morrow, and get some more words. Now we will go to work again."—*Quincy Methods.*

CONDENSED DIRECTIONS FOR TEACHING READING.

BY JOHN SWETT.

1. Teach beginners by a combination of the word method, alphabet method and phonic method.
2. Make use of the blackboard, the chart, and the primer or first reader.
3. Lessons for beginners should not exceed ten minutes in length.
4. Train pupils to read in a clear, distinct, natural tone.
5. Train them to stand erect.
6. Train them to hold the book in the left hand.
7. Train them to open the mouth freely in reading.
8. Avoid too much drilling on old lessons.
9. Train pupils to think about what they read, by questioning them about every lesson.
10. Read the lesson properly yourself, and let the pupils imitate your reading.
11. Take concert exercises occasionally to wake up the class, to bring out the voices of timid pupils and to secure correct pronunciation.
12. Drill in concert on the vowel-sounds.
13. Require pupils to copy on their slates the whole or part of each reading lesson. Continue this in all grades.
14. Require them to close the book and tell from memory, in their own language, any short stories in the reader.
15. Require them occasionally to write out on their slates a reading lesson from memory.
16. Make up an occasional reading match by choosing sides, require every pupil that makes a mistake to be seated.
17. Explain the meaning of every difficult or unusual word.
18. Call the attention of pupils to the capital letters and the punctuation marks in copying their reading lessons.
19. In the primary classes teach the pupils the dictionary notation of the long and short sounds of all the vowels; and in the

*The Picture drawn by the teacher, is also left upon the blackboard.