

thought too illiterate to understand the noble thoughts of Bunyan. When the author asked his friend how he enjoyed the book, he was told it was all very clear except the notes.—*Palmer in Science of Education.*

—In the coming school. Parent—"My boy Sammy doesn't seem to be learning anything about figures. He can't do the simplest example in addition."

Teacher—"Your boy Sammy is one of the brightest pupils I have, Mr. Wiggles. He can mend a hole in a tin pan as well as a regular tinner, go through the newly imported Danish exercise in calisthenics without a single mistake, put an invisible patch on an old shoe, take a watch to pieces and put it together again, tie a sailor's knot, do a chess problem and putty a pane of glass in a window as neatly as a glazier can do it."

"But he doesn't seem to know anything about reading, writing and spelling."

"My dear sir, we don't teach those studies any more."

—Many teachers, who succeed admirably in teaching little ones to recognize words as wholes and to read sentences fluently, fail to give them the power to master new words. Hence there comes a limit to the seeming progress, and reading becomes a wearisome task.

We have a class of thirty who are now reading their third first reader for this year. Their teacher has been very successful in giving them the power to master new words, and the little people really enjoy attacking a tough one. We give a few of the devices as described by this primary teacher.

We first teach the *word*, then the *sounds* that compose the word, and last the *names* of the letters—thus combining the word, the phonic, and the alphabet methods. More attention is given to the first two, and special attention is given to the second. The sounds of the letters are taught as an aid to the correct pronunciation of new words.

In teaching names of objects, first present the objects as pictures of them; encourage the children to talk freely about them; and while they are interested, present the printed or written word. The same plan, or a similar one, can be followed with all words.

When the children have learned a number of words and can read sentences, we teach them to learn new words for themselves. Suppose they have just learned "man," we ask them to name other words that sound like "man." We write them as given, and perhaps have such a list as can, Dan, fan, pan, ran, tan, an. The children soon notice that the initial sound is the one changed in each word. From such a word as "cake," they build on ake, bake, lake, make, rake, sake, take, wake, make, stake, flake. So new words may be formed by changing the terminal letter. From bid we get big, bin, bit. In like manner, they may be found by changing some other letter,—hat, hot, hit, hut.