

can be said of this sort as a reason for using the alphabetic method, though all wise primary teachers should weigh this evidence carefully, and sift this firm belief of their elders to find the grain of truth that may be concealed therein. The grain of truth will be found to be this: somewhere in the child's experience, due attention must be given to the *form* of words and to spelling.

The so-called "methods" in reading, when each stands alone, is like the decomposition of a ray of light. Not the red, or blue, or any other color of the spectrum can say, "I am light." It takes all of them together to make the white pencil of light that illuminates and satisfies. — *Primary Education.*

Two nickles and a cent are how much money!

Six and four and one are how many!

Add any two numbers to make eleven.

Add any three numbers to make eleven.

Six apples and five apples are how many apples!
(Picture.)

Eight dots and three dots are how many dots!
(Picture.)

A week and 4 days are how many days!

A man has 6 sheep in one lot and 6 sheep in another.

How many sheep in both lots! (Picture)

What three pieces of money make 11 cents!

12 is three times what number!

May had a dime and 2 nickels. She spent $\frac{1}{2}$ of her money. How much did she spend!

How many pairs of shoes must I put with 6 shoes to make 12 shoes!

Three pairs of gloves have how many thumbs!

Find the cost of $\frac{1}{2}$ of 12 lemons at 2 cents each.

How many feet around a flower-bed 2 feet wide and 4 feet long! How many feet half way round it!
(Picture.)

Make a picture of a window with 12 panes of glass and 3 panes in a row. How many rows!

Twelve cents will pay for how many marbles at 2 cents apiece!

There are 12 sheep in a yard, and a dog bit all but 7 of them; how many did he bite! — *Primary Education.*

The primary teacher is rarely a free agent. An arbitrary "Course of Study" is presented her, a course which says at this moment it must be number and such an amount, at that period reading and so many pages. Special teachers exact much drill work, as perfect time movement in penmanship; equally sweet voices in music; eyes that see and hands that execute equally well in modelling and drawing. Principals ask why more number has not been gained, why four primers cannot be fluently read, why the memory of every child

cannot hold the correct spelling of four hundred words why geographical, botanical and scientific terms are not grasped, how it is that love of literature has not been acquired, patriotism fostered, and fifty children of eight nationalities do not all speak grammatical English by the end of the first primary year. — *Pr. Educ.*

The kindergartner is not handicapped by authorities and money limitations; she recognizes no requirements of the grade above her; is not obligated to present distasteful subjects; can change her exercises at will; is not called in question as to her judgment of length of lesson, time of going, or necessary drill; is not limited as to material with which to occupy the hand craft of the little ones; is not expected to produce equally good results from every child; is not deemed a poor instructor if she fails to bring all to the same standard of perfection; enjoys the advantage of pleasant surroundings; finds discipline easy because of the extreme youth of her pupils, the assistance of one or more helpers, and by the fewer hours she commands her pupils' attention.

How to Give a Writing Lesson.

1. Secure and maintain correct position of writers, books and pens.
2. See that every pupil is provided with all necessary material.
3. Remind the class at the beginning of each lesson that the writing must be uniform in size, shape, and direction.
4. Strongly forbid all quick writing.
5. Make a liberal use of the blackboard for purposes of analysis, correction, and illustration.
6. Permit no pupil to remain idle or unemployed, waiting for others to finish; let each writer work independently of his fellows.
7. Insist upon continuity in the writing of every word save those in which the letter *x* occurs.
8. Frequently remind the class that writing is a kind of drawing and that the sole object is to facsimile the copies.
9. Let your motto be approval rather than censure.
10. Pens must not be wiped on the dress nor must ink be jerked or thrown on the floor.
11. Writers must not paint their letters, that is thicken or mend them after being once made.
12. Always mark the writing relatively, and not apart from the age and ability of the writer.
13. Avoid favoritism; encourage naturally poor writers; be severely strict with all careless pupils.
14. Rather give copy books that are too easy than those which are too difficult.