

study their reading lessons, the teacher should go over the advance lesson with the children, finding the new words and drilling on them. Every teacher has her own devices for these word drills, and is constantly thinking of new ones.

We now come to the three subdivisions, if I may call it so, of reading, that have caused as much, if not more, discussion as the different methods of teaching reading.

Some teachers claim that phonics should be taught after the child has been in school but a few days. Some that they should not be begun until Thanksgiving or Christmas. There are successful teachers following each one of these methods. You must adapt your method to yourself and your pupils. In phonics, if in no other phase of your work, the ground must be covered very slowly and thoroughly, or in a short time your work along this line will be in a tangle that you will find almost impossible to unravel.

Spelling should be begun early in the year, and continued with diligence and unflagging zeal. All of you have seen the demonstration of the first spelling lessons, so I will not take your time for that. Only be thorough. Results will tell.

Certainly the children should be able to repeat the alphabet and recognize the printed and written forms, when they leave the first grade. There are many ways of teaching it, and most of them good. Use any you think best fitted to your pupils. One caution I would throw out,—Don't require the children to learn it until they are ready to use it, for if you do, it will be forgotten and the ground must be covered again. Again I say, be thorough.—*Adapted: Grace Miner, in Dakota Journal of Education.*

An old record sums up the duties of a New England schoolmaster of 1661, as follows:

1. To act as court messenger.
2. To serve summonses.
3. To conduct certain ceremonial services of the church.
4. To lead the Sunday choir.
5. To ring the bell for public worship.
6. To dig graves.
7. To take charge of the school.
8. To perform other occasional duties.

A subscriber, after many years of faithful teaching, says: "I wish your paper every success, and should I ever enter into active service as teacher again I shall at once take your valued REVIEW."

Drawing in the Manual Training Room.

By F. G. MATTHEWS.

Drawing is a mode of expression which is universal, and may be said to be the acme of shorthand. A few lines, speedily put together, will give a much better and quicker idea of what we wish to express, than would pages of printed matter. As language is the essential foundation of mental education, drawing should be the natural starting point of education in all its forms. It may, therefore, be conceived how useful drawing is in the manual training room, where so much has to be expressed in so little space, and in so short a time. In addition, drawing is of itself a form of manual training. It is a powerful means of developing the perceptive faculties. It brings the eye into close relationship with the mind, while the hand unconsciously becomes the servant of both. It cultivates and trains the sense of form and proportion, through the constant analysis of both; makes the eye quick and sure in observation, and the hand skilful in execution.

In considering the subject from the standpoint of a manual training teacher, it must be remembered that drawing is very limited in extent in the manual training room, chiefly because so much of it is mechanical, yet it loses none of the advantages enumerated above, and should on no account be treated as of minor importance to the bench work, whether in cardboard, clay, wood or iron working. It is necessary that every child should learn to read and write the language of drawing. He should, therefore, make a fully dimensioned drawing of each piece of work, either before or side by side with the bench work. Actual specimens may be and are sometimes used instead of working drawings, but they are very poor substitutes. If the drawing be taught intelligently the child has a clear idea of what the work is to look like when finished, and also all necessary instructions as to the dimensions of the various parts. The result is that he returns to the bench with a full conception of what is required, and sets to work in such a manner that a spirit of self reliance is fostered, which is bound to have a lasting effect. As the drawing in this work consists largely of plans, elevations and sections, the principles of these must be thoroughly understood, but as these principles are difficult for young children, the drawing in the early stages should be as largely as possible pictorial. Sketching is not desirable, and should not, as a rule, be permitted in working drawings as it tends to lessen accuracy. This does not mean to say that freehand should not be allowed