

this field is a much harder one than "hearing" reading lessons, etc., because it is a new field. We warn you not to give up the thought of getting out of "the rut" in which most of our schools are plunged. "Busy-work" means a good deal more than keeping the children employed; it means education of a higher order than you reach by hearing lessons.

I would be greatly obliged if you would tell me how to conduct a class in supplementary reading. I do not understand how we can have supplementary reading with but one book or paper. M. A. S.

You are right. It is difficult to understand, how a class of fifteen or twenty can be said to have supplementary reading with one book. Still if the requisite number of books cannot be had, ingenious teachers have found ways to get a variety in the manner and matter of reading, with only one book. Here is one way. One pupil can be called on to read "at sight" standing in front of class while the others listen, ready to reproduce orally if called upon, what has just been read, or to read themselves. By frequent changes in pupils in this manner of reading, the interest can be maintained, if the book is simple enough for "sight" reading. No class would like to sit and hear a reader stumble over new words, and in this way of conducting a reading exercise the lesson is not supposed to have been prepared in class recitation beforehand, and the reading should be of a simpler character than usual grade work.

Another way to get a variety in reading is to select a newspaper story and paste it upon stout paper; cut it into as many slices as there are pupils, numbering each portion of the story, allowing the class to look a few minutes at their papers, before they are requested to turn them face down (to prevent inattention). Call upon the pupils to read by their numbers, which will keep them on the alert, if the numbers were not distributed in regular order.

But the best thing to do, is to induce your "board" or trustees to give you sufficient supplementary reading to supply each pupil with a book. If you do not succeed in this, get up an entertainment and buy them yourself.

The following is sent us, taken from *Intelligence* :

For the Primary School you have in your paper for December 15, an outline for teaching children to write numbers involving two places. While the scheme is not new by any means, it appears to me most outrageous.

Primary children needing instruction in the writing of numbers are always from six to seven and a half years of age. In the exercise thus given what is attempted? Answer. To make the children comprehend the science, the philosophy of our Decimal Notation. Perhaps I need say no more. Please look at it, and then ask yourself the question, When the little child is so delighted with its slate