

by reading of stories of a humorous character. Stories refine the child's taste, increase his vocabulary, broaden his interests, develop his sympathy and train his judgment. The children love "to make believe," and the dramatization of a well-known story intensifies the understanding of it. Here the children's power to read may be utilized by writing down their instructions to each impersonator and having them read. The teacher who uses this method of teaching reading finds herself interested in the scheme which makes continual demands upon her own ingenuity and experience and finds her children intensely interested because they are reading their own expressed ideas.

When the class mastered about a hundred words the Primer is taken up. This scheme of board work is still continued to introduce new words. It is well to use a number of other Primers and easy story books to supplement the prescribed series. In the two later grades the board work is used to introduce the new lesson and the children are encouraged to read several supplementary readers. Silent reading is emphasized throughout. Oral reading should only be used when the individual has something which he wishes to share with the group.

The following is a series of lessons developed in this way by children in Grade I, Indianapolis, given by Miss Amy B. Algro in Primary Reading, Methods of Teaching in Ten Cities, pages 38 and 39.

#### FIVE PEAS IN A POD

##### Part I.

There were five little peas in a pod.  
They were green and the pod was green.  
They thought all the world was green.  
The sun shone and the rain fell,  
The pod began to grow and the peas began to grow.  
They began to think about leaving the pod.

##### Part II.

"Must we stay here always?" said one.  
"I should like to see outside," said another.  
"We shall get so hard," said a third.  
"Let's run away," said the fourth.  
The fifth little pea said nothing.  
The sun shone and the rain fell.  
Soon the pod began to turn yellow and the peas began to turn yellow.  
"All the world is turning yellow," they said.

##### Part III.

A boy came along.  
He picked the pod and put peas in his pocket.  
"Here are five peas for my shooter," said he.  
By and by he shoots one.  
"Here I go," it said. "Shall I never stop?"

Soon it fell and rolled under a leaf.

The boy shoots another.

"Up I go! I shall never stop." But it fell and rolled away.

##### Part IV.

The third fell as he was about to put it in his shooter.

The fourth fell in the gutter.

It lay in water.

It swelled and swelled.

It thought there was never a pea so large.

But what became of the fifth—the little one that said nothing?

It fell in a crack by a window.

It lay in some moss and earth a long time.

##### Part V.

By and by a change came to it.

Two little leaves grew up.

A little root went down.

There was a bright little pea-vine.

It grew and grew.

It got so tall it could look in at the window.

One day it looked in.

It saw a little sick girl.

She was so glad to see it.

She petted and cared for it.

At last she was able to go out.

That day the pea-vine blossomed.

To be Continued).

#### DIVISION

(Inspector O'Brien).

Teach division by using a division table. Some teach division by reversing the multiplication table. Thus if a pupil knows that five fours are twenty, and that four fives are twenty, he should be able to tell how many fours there are in twenty, and so on through all the tables.

I find, however, that better results are obtained by using a division table. I would not require the pupils to study the division tables, but I would have a table placed on the board and give questions requiring the use of that table, allowing the pupils to look at the table until they could do the questions without seeing the table.

In this way the table can be learned through its use in the actual work of dividing. Some teachers teach long division when the divisor is less than 13. I have found many pupils, some even in High Schools, who use long division even when the divisor is only 2. I would advise the use of short division only when the divisor is below 13.