

## TRUE METHOD OF TEACHING NOTATION.

I propose to show the true method of enabling those children who have already learned to hundreds properly to express any number, no matter how high.

**THREE STEPS.**—There are but three different steps to be attended to, none of which possesses any great difficulty.

Write on the blackboard any series of figures in proper order. When this is done—

(1) Show the children the method of dividing these into *periods*, or groups of three, counting always from the right hand. In this there will be no difficulty. The separation of each group may be effected by a comma, a hyphen, a tick, or, with very young children, the three figures in each may be united by a line above them, as 406, or they may be completely surrounded by a circle, as (406), the great object being to accustom the pupils to regard each group as independently of the others as possible.

(2) They should next learn to read these periods; that is, to read the numbers in each exactly as if written by themselves. Thus, suppose the number divided into periods on the blackboard stood thus:—  
640,307,081;

they must say, pointing to the first, *eighty-one*; to the second, *three hundred and seven*; to the third, *six hundred and forty*; the name of each period being omitted.

This is exceedingly easy, but it is exactly in this that defects are most frequently met with. They should, therefore, be exercised on it frequently, until they can do it correctly and without the smallest hesitation.

(3) Then, but not till then, they should be taught the names by which the periods are distinguished from each other; and they should make use of these when repeating the numbers in each. Thus, to the above numbers they should add *millions* after the six hundred and forty, *thousands* after the three hundred and seven, and *units* after the eighty-one; so that the whole will read six hundred and forty millions, three hundred and seven thousand, and eighty-one units. They can next be taught to drop the word units—it being generally left out—but in each case, when not expressed, they ought to know that it is understood.—*School Bulletin*.

## THE PRIMARY CLASS.

## WRITING LESSONS.

How should we interest these little folks in the writing lesson? Let them write.

Children like to talk, and next to talking comes this wonderful sign-language, writing. Let the little folks write often to learn to write, as you let them talk often to learn to talk, and read often to learn to read. But when you hear them talk or read, you are ready to prompt them, so that they will not fall into wrong practice. They need just the same care on your part when they write. Watch their fingers. Prompt them when they make the written signs, as you do when they make the spoken ones. Written language should follow very close to spoken language, with the child. He has to repress his voice in a great measure when in school. His mind is bubbling over. Let some of this mental energy work out of his fingers. Let him write as often as you can; never to tire him; never in a hap-hazard way; but under eye, with care, with thought, with interest.

I know of no elementary branch into which more life and interest can be put than the writing. It gives the children something real to do. It is visible. Above all, it can be read. A child's first writing is to him truly wonderful. Do not confuse the child's mind with theoretical analysis, nor give him fragments of letters to write. The favorite method of teaching seems to be, first, a wearisome practice on elementary lines and fragments of letters; next, a tedious drill on isolated letters and disconnected words; and finally a monotonous procession of copy-book saws and proverbs. This dull routine has robbed writing of its highest charm as a medium of expressing thought, and has placed the greatest obstacles in the way of both teacher and pupil. How would it seem in reading, if, for many months the child was required solely to articulate letters, syllables, and words, disconnected from any thought? Whatever might be his gain in enunciation, would be at the expense of all natural effort and interest.

Make the writing more a natural process. Give your pupils at

the start a complete idea, a whole letter. As soon as they have learned a few letters, let them build up little words; and as early as possible, let them write easy phrases and sentences. Let children write thoughts as you let them read thoughts; and give them something interesting to write. Their writing thus becomes a language to them, the same as their reading and speaking.

Talk to the children a great deal about writing. Tell them about the letters, so that they will feel acquainted with them. Help them to see how much like the printed signs the written ones are. Write the letters on the black-board, and attract the eye of every pupil by what you say about them.

The analogies between different letters will be a fruitful theme. We take the little dotted letter first, and study it, and when the children once learn to make it, they have only to double it, and leave off the dot, and they have a second letter, *u*. Then, again, the teacher takes small *u*, and shows the children the two parts of the letter. They learn to know these parts, and how to make the letter from them. The teacher tells them if they just double the first part of *u*, and add to this the last part, they will have another letter, small *m*.

In this way, children will get to be as sure of each letter they write as they are of each word they speak. It is possible to educate their minds far ahead of their fingers; but the latter will catch up, and will soon do better work for the child's knowing more about it. Illustrate freely on the black-board; associate pleasant ideas with the letters; make the writing always a recreation to the child—never a task.—*Primary Teacher*.

## TEN RULES FOR LOSING CONTROL OF A SCHOOL.

1. Neglect to furnish each pupil plenty of suitable seat-work.
  2. Make commands that you do not or can not secure the execution of. Occasionally make a demand with which it is impossible to comply.
  3. Be frivolous and joke pupils to such an extent that they will be forced to "talk back." This will "break the ice," and they will soon learn to be impertinent in earnest. Or be so cold and formal as to repel them.
  4. Allow pupils to find out that they can annoy you.
  5. Promise more in your pleasant moods than you can perform, and threaten more in your "blue spells" than you intend to perform.
  6. Be so variable in your moods that what was allowable yesterday is criminal to-day, or vice versa.
  7. Be overbearing to one class of pupils and obsequious to another class.
  8. Utterly ignore the little formalities and courtesies of life in the treatment of your pupils in school and elsewhere.
  9. Consider the body, mind, and soul of a child utterly unworthy of study and care. Let it be a matter of indifference to you whether a child is comfortable or uncomfortable. Consider that it is unimportant why a child enjoys one thing and dislikes another, and that it is not your business to aid him in forming a worthy character.
  10. Let your deportment towards parents and officers be such as will cause you to lose their respect and confidence.
- One or more of these rules faithfully executed will secure the end in view.—*Wisconsin Journal of Education*.

## WHISPERING.

Many teachers are fretted and troubled by the whispering of their pupils. They ask "How can we stop whispering?" Suppose we put this in another aspect, and ask "How shall we prevent their wanting to whisper?" The usual way is to have a rule against it and a penalty. So much is deducted from their standing, or they are made to stay in at recess or after school. But let the teacher give the pupils employment, and then they will not be likely to whisper. "An ounce of prevention is worth a pound of cure." It is not well to make a rule against whispering. Let the pupils know that you do not want it done, and then try the effect of employment. At all events do not consider the scholar as a reprobate if he will whisper. Reflect what you would do under the same circumstances; reflect further that teachers are very apt to whisper when together. And if a pupil whispers, it is not absolutely necessary to rap on your desk and look crossly at him. The world will not fall to pieces if one or ten whisper each day. Be brave, then, and do not be frightened if one whispers.

Let us now see how it can be stopped, for a school-room that is full of noise and confusion is an unsightly spectacle. Noise and