PREPARING TO READ

BY
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AND
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PREPARING TO READ;

OR,

THE BEGINNING OF SCHOOL LIFE.

BY

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WITH OVER THREE HUNDRED DRAWINGS

BY

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PREFACE.

If we would make a success of anything, we must have a good foundation upon which to build, even though the task of making this basis is slow and laborious. No satisfactory superstructure can rest upon a defective base.

Many who are just beginning to teach a primary school fail to understand the nature or the amount of preparatory work which is necessary before a child is able to read from a book with ease and with a natural expression. It is my purpose to offer such suggestions and to present such details as will assist the inexperienced.

The exercises given are but suggestive of many others of a similar nature. Slowly but steadily must the pupil be led on from the known and familiar to that which is unknown and strange.

The blackboard is essential in preparatory work, since it affords the teacher a means for presenting written forms until they are well known. It is a help in gaining the attention of the child, who is interested in seeing form given to his oral expression.

Script is used before print, because it is more easily and rapidly made by the teacher. For the child, who is to copy sentences from the beginning, writing will be of more practical value than printing. Script is learned as easily as print, and when learned the child can change to the printed form without difficulty.

Teachers must bear in mind that during the first year of a child's school life he should not be forced to learn a great number of words, and that new words should not be presented before those which have already been given are well known. Short sentences are to be used at first. Longer sentences are to be gradually introduced and intermingled with the short ones. After every lesson the child should copy one or more of the sentences, and then read his transcript.

The use of outline drawings not only gives variety but holds the attention, and at the same time prepares the pupil to receive that wider and more universal means of expression which is so rapidly spreading through all departments of school work.

MARY A. SPEAR.

West Chester, Pa.

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CHAPTER I.

PREPARATION AT HOME.

THE ability to read a printed or written page understandingly gives the power to interpret the thoughts of another, and excites the mind of the reader to produce new thoughts, thus giving him an extended knowledge. Reading is a means for self-improvement and self-culture. Because of its importance it is one of the essentials in the school course of study; many authorities requiring the work to be commenced as soon as the child enters upon school life.

What is known of reading, or what preparation for learning to read, has been made up to this time?

The child has done a great deal of preparatory work which is indispensable. His senses have been actively employed, and, as a natural consequence, he has had thoughts concerning those things which he has seen and handled. He has been observing his surroundings and has gained some knowledge of them. Simultaneously with this knowledge came that which led him to associate certain distinguishing sounds with particular objects, and thus he learned to recognize the words which conveyed notions of these objects; that is, he learned their names. He also learned to recognize words which were significant of

qualities and actions, as well as others necessary for the complete expression of thoughts. Not only did he have an understanding of sounds or words when he heard them uttered by others, but after repeated trials he was able to produce some of them himself; then he had learned to talk. By his own sense, activity, and experiences he had gained ideas pertaining to the objects and the actions about him, and these had furnished materials for the thoughts to which he was inclined to give verbal expression.

Undoubtedly the child's only motive for speech was to make known to others his wants, his inclinations, and his feelings. To him these were of primary importance, and words were used only as a means for their conveyance. The gaining of thoughts and of words to express them came to him almost unconsciously. At the beginning, his utterances were imperfect and incomplete, but since they were understood by the people with whom he associated, he was allowed to continue the use of faulty language, and many of his errors were not corrected; consequently, when old enough to enter the primary school, he has this defective knowledge of spoken words as a preparation for reading.

Before entering school most children have learned to recognize symbols of ideas through the sense of hearing alone; but, in order to be able to read or to understand the thoughts expressed on the printed or written page, they must learn to recognize these symbols through the sense of sight, so that the forms will readily bring to mind the ideas of which they are the printed signs. The child's knowledge of spoken language was not acquired by learning to recognize the sound of one word and then another that had or had not a relation to it; he did not

learn a certain number of nouns before he had any knowledge of words signifying actions, but most of his language was learned by hearing the different parts of speech used in combinations to express thoughts. When he had need of a word to convey an idea he used it, not singly, but in connection with others, or in sentences so far as he was able to speak a succession of words. Instead of learning a great number of separate words, and then learning how to properly connect them with one another in order to make a complete statement, he attempted to express the sentence as an entirety. When he enters school and prepares for reading, it is not necessary to learn the names of letters before he can recognize words which are composed of those letters, neither is it indispensable to know several disconnected words before he can read sentences, but the recognition of the forms of short sentences is acquired as easily as the recognition of their sounds. Thought may be gained through the eye as readily as through the ear.

A short and definite statement has more significance than any single word of that statement. The child can best learn to read by learning to recognize sentences before he is taught disconnected words, just as he can learn a word more easily than he can learn the names of the letters in that word.

CHAPTER II.

PREPARATION AT SCHOOL.

SECTION I.

LANGUAGE EXERCISES.

Thinking and *speaking* make the groundwork for *writing* and *reading*.

When the pupil enters upon school life, having already had some practice in thinking and speaking, his first lessons should be language exercises so that he may continue his preparation for the reading lessons. He should be encouraged to engage in conversations on familiar subjects, and about objects which he is allowed to see and to handle. These conversations prepare the way for reading. If a teacher has the confidence of her pupils and does not restrain them in speech, except to correct their faults; if she arouses their minds so that thoughts are awakened, and the expressions come freely and spontaneously, they will acquire a habit of talking easily and fluently which will help them to read readily and naturally.

After a short talk some of the sentences given by the pupils are to be written on the blackboard, thus presenting to the class forms as well as sounds of known words.

During the first two years in school an oral language lesson should make the basis of every reading lesson, that the pupils may be afforded many opportunities for speaking those words and word-combinations which they are to read. The period allowed for this language exercise is the proper time for teaching the new words which the child must be adding continuously to his vocabulary as he gains the ideas represented by them.

In the first years of a child's life, or before he has learned to read, all his new words are gained by hearing; at a later period they are gained by reading as well as by hearing.

At the time of the oral language lesson attention must be given to enunciation and articulation, both of which are essential elements of good oral reading and of good speaking. By imitating his teacher, the child may learn to pronounce words correctly and with distinctness. His faulty pronunciation must be corrected, not only at the time of the language exercise, but at all other times whenever a mistake is made.

SECTION II.

WORDS.

If a teacher is required to use any specified Primer or First Reader for her class, she will find it helpful to carefully read the first twenty or twenty-five pages of the book, and to make a list of the nouns and verbs which are found there; also to make a note of the sentence beginnings and of some of the phrases which occur on those pages. Selections from these words and phrases

are to be made and introduced into the conversation exercises. Here the pupils are given frequent occasions for their use until they are spoken easily and naturally when needed to express thoughts; afterwards they are to be used in the script exercises until their forms are readily recognized. By following this plan the pupils have a good knowledge of the meaning and appearance of words which will occur in their first printed lessons; and when they begin to read from the book they will be able to do so with confidence. If they have this feeling of assurance, their reading is an easy and natural expression. Two or three years' practice in reading words which are well known and understood does much towards forming a style of good reading that clings to the pupil ever afterwards. It becomes such a strong habit, that he will not attempt to read orally until he understands the meaning of a sentence and is able to pronounce the words in it.

The first words which the pupil is required to recognize in script or print should always be those which he is accustomed to use in speech and with which he has an intimate acquaintance. He must see them repeatedly until their forms are learned. Learning to read is learning to recognize words used in conversation.

SECTION III.

THE FIRST LESSON.

When preparing for the first reading lesson, the teacher determines what words or phrases shall be used orally in the exercise which is to immediately precede the written work; she

also decides what sentence she will write upon the blackboard for the class to read. This, however, will lose much of its efficiency when it is given by herself: to have the greatest power and vitality, it should come from a pupil as his own thought expression. A skillful teacher will have no difficulty in leading one of the members of the class to give, as his own, any simple statement which is desired. Having made the selection, the conversation may be so directed that some one or more of the class will use the sentence naturally in answer to questions or in responsive remarks.

Some of the first lessons will be imitations, but these need not continue beyond the teaching of three or four phrases. As soon as the child begins to acquire an idea of complete sentences, — which he does by careful attention during the lessons in oral language, — the teacher finds it easy to get, by questions or remarks, such statements as she wishes to write. In a very short time the verbal lessons which precede the reading are no longer imitation exercises, but they are conversations which are carried on by the pupils under the guidance of the teacher, who, if she is a true artist, conceals all her efforts, and the children are not made conscious of her influence.

SECTION IV.

IMITATION EXERCISES.

The teacher decides that the phrase to be written on the blackboard shall be, "This is" — in connection with the name of some object, — "a ring." Near at hand are several objects,

the names of which are to be written in some future reading lessons, but only one of them — "ring" — is to be written to-day.

Taking an object, she says, "This is a box"; then directs the pupils to take something and tell what it is. Children are imitative, and when Edith takes a ring, and is asked to tell what she has, there is a probability that she will say, "This is a ring." Each of the other pupils takes something and, holding it so that all may see, makes the statement, "This is a ——."

The time has now come when the children are to *see* language. They are to learn how thought can be communicated by form as well as by sound.

The first sentences which they see are their own.

The teacher says, "I will write Edith's story on the blackboard so that all may see it." She writes, —

This is a ring.

Edith sees her thought represented in script, and it has a charm for her greater than it would possess if she believed it was originated by the teacher. To see this written expression excites an interest amongst her classmates also, and its form makes a stronger impress on their minds than any writing from an unknown author.

Alice has a top, and is eager to have her sentence written on the blackboard. Others also hold objects and give statements which they desire to see. No young author has a greater longing to behold his first efforts as they appear when printed than these young pupils have to look at their sentences written upon the blackboard.

The teacher wishes to gratify her little pupils and to write a sentence made by each; yet she remembers that she must not, in one lesson, give too much that is new and strange. If she crowds many word forms into one lesson, there will be a confusion of ideas, and no good results will be obtained.

If the class numbers ten pupils, and the phrase "This is" is written ten times, something is gained thereby, for each repetition serves to deepen the impression made by the written form; also the association of the spoken words with the script representation is made stronger and the phrase will be better known when seen again; but to complete the sentences by adding the names of ten different objects will give the pupils so many strange word forms that they will become perplexed and will not be able to gain definite ideas of any one of them.

To have each pupil hold the same object that was held by Edith, to have each give the same sentence, and to have this sentence written for each of them, or to have the same sentence written ten times, would be extremely monotonous for both pupils and teacher. Some device must be used to obviate these difficulties and at the same time allow the needful repetition of a few words, while avoiding the presentation of a great many different ones.

In the early lessons preparatory to reading, outline drawings of objects may be employed as representatives of ideas. They may be used in the place of the words in sentences. It is desirable that such objects shall be selected for representation as can be produced by a few straight or curved lines, or by making only two or three strokes with the crayon, so that no

more time shall be taken for the drawing than will be needed for writing the word.

In the lesson which has been described, all of the oral sentences have the same beginnings as Edith's, but each is completed differently. The objects held by the pupils are in sight of every member of the class, and the statements given make distinct impressions on every one. Each sentence has its own significance, and the children desire to see it expressed as Edith's has been.

Alice gives hers, and the teacher writes, —

This is a

She then says, "Instead of writing another word I will make this," 

Now Alice may read her sentence.

This is a 

Alice has no difficulty in reading the combination of picture and words. This sentence is followed by others, each beginning with words and ending with a drawing, and the ten pupils have been made happy by seeing their thought expressions.

At the close of the lesson the blackboard has these statements: —

This is a ring.

This is a 

This is a 

This is a 

This is a 

This is a 

This is a 

This is a 

This is a 

This is a 

The reading of these concludes the exercise, and, for seat-work, the children are required to copy one of them, all others being erased. The copies may be illegible; but if there has been an endeavor to imitate the script forms, there must have been a closer and more careful study of the phrase than if they had been required only to read it. Repeated attempts to copy will strengthen the power to distinguish form.

SECTION V.

DRAWINGS AND WORDS.

No attention is given to the difference between expression by drawing and expression by words; yet we find the pupils reading the pictures as they read the words; a simple outline suggesting the object just as the word brings it to the mind of a more advanced pupil.

The frequent repetition of words, which is necessary when a child is beginning to read, sometimes makes teaching a troublesome task for one who wishes to avoid monotony. An exercise in which drawings are introduced not only removes this annoyance without presenting so many new words as to confuse the mind, but also has a power to attract the attention and create an interest in the lesson. It gives a succession of different sentences as well as repeated words. When drawings are used, the child begins an unconscious analysis of the sentence as soon as he sees it written, but this will not prevent the recognition of the thought.

In sentences like the ten which have been shown, where the same phrase is used in each, the pupil sees the similarity existing between the words, and also sees the different terminations. He is able to notice a difference in terminations, or in the drawings of familiar objects, much more readily than he can perceive a difference in the forms of unfamiliar words; yet, as soon as he becomes acquainted with the words by their frequent repetitions, they will assume more definite forms, and he will be able to make discriminations with as much ease as he now distinguishes the drawings.

From time to time a picture is discontinued and the word substituted instead. When once the word form has been shown, it must be used henceforth until it is learned. To make this change, the teacher writes the sentence, using the picture, thus, —

This is a 

This is read by some member of the class. After which, the teacher again writes the sentence, putting the word underneath the picture, and telling the class that the sentences are the same.

This is a 

This is a cherry.

Or, to make the matter more difficult, the picture is erased and the word is written in its place. Whenever this is done, there is no drawing to suggest the idea. The first device prepares the way for the second and makes the work easier.

SECTION VI.

THE WORD *NOT*.

There are so many words to be taught which are not names of objects and cannot be pictured, that it is an advantage to represent the objects by drawings until pupils have gained a knowledge of the appearance of several words which cannot be outlined, but which will be helpful in giving variety to the work.

The word *not* is easily introduced and learned at an early date. A device may be used that will aid in holding the attention to this word, at the same time repeating some others which are being taught. Some object is held up by a pupil, who says, "This is a cherry." The statement is written on the blackboard; then the teacher takes a strawberry, saying, "This is not a cherry," and writes the expression underneath.

This is a cherry.

This is not a cherry.

A pupil is asked to read the first sentence; another reads the second. Below these is written, —

This is a 

Alice, holding a knife, gives another sentence, which is written, —

This is a 

Taking a key, the teacher says, "Tell what I write."

This is not a 

This is a 

"I will write about something else. You may read."

This is a ring.

"Frank may take something from the table and make a sentence. Tell one that has this word," — pointing to *not*, thus distinguishing it from the other words. If he makes a state-

ment containing some word which he has not yet seen in script, or one which the teacher does not wish to write in the present exercise, she accepts it, if correct, and then, taking the object from him, says, "See what I write about it."

This is not a ring.

A teacher will make the occasions for using a new word as frequent as possible until it can be instantly recognized.

SECTION VII.

NEW PHRASES.

It is wearisome to use one phrase a long time before introducing another which may be used in the same lesson with it. When two phrases are used, the pupils will make comparisons between them and thus gain a better knowledge of the form of each, and gain it in less time than if they had been given only one phrase.

SECTION VIII.

I HAVE.

I have is readily used by pupils in their conversations, and can be early taught in the script lessons. This phrase, together with *This is*, the other known words, and the drawings will

afford sufficient variety to make the lessons interesting, although each word is written many, many times.

To introduce the phrase *I have*, the teacher gives an object to each member of the class, and then calls upon somebody to tell what he has.

One or more of the pupils will be likely to give the desired expression in reply to the question, "What have you?" If, however, the answer, "I have a ——," is not obtained, it is well to accept whatever response may be given, provided it is correct, and then tell the pupils that they are to ask the question of the teacher. Each one makes the inquiry, and to each the answer is given, "I have a ——." The answers are varied by taking a different object for every reply.

If the teacher wishes to avoid machine-like work, there will be a diversity of tones and inflections in her answers. These variations will be noticed, and will so influence the pupils that they will more quickly perceive these elements in vocal expression whenever they hear good speaking or good reading. They will feel that these different modulations give agreeableness to speech. They do not yet understand the uses of these elements, neither is their attention called to them; but in an exercise of this kind an idea of tones, inflection, or emphasis is awakened,— an idea which may be more fully developed in the future.

After the children have heard these several replies, the question is again asked, "What have you?" There is a probability that this time the reply will be the one desired; also, that some of the pupils will imitate the replies which they have heard, and answer with similar emphasis and inflections.

Frank says, "I have a pencil." Others make statements that are written on the blackboard. Each reads his own expression, at the same time holding up the object so that it may be seen by all in the class.

When every sentence has been read by its author, the objects are exchanged. Pointing to the sentence,

I have a 

the teacher says, "Whoever can make this sentence true may read."

Ralph, to whom Frank has given the pencil in exchange for the ring, reads it.

"Of whom is this sentence true?"

I have a ring.

Frank holds up the ring and reads.

To have yet another reading of these sentences, the pupils stand in a line, and each passes the object which he holds to his right-hand neighbor. This having been done, the teacher again points to some statement, and the one who can make it true reads. No definite order is followed when designating the sentences, but selections are made promiscuously so as to insure watchfulness.

After the pupils have had considerable practice in seeing words or drawings, and associating them with objects which are at hand, they should be encouraged to recall some things they have at home, — things with which they are familiar, but which cannot be seen at the time of the reading lesson. Thus they will

begin to associate the word or drawing with some remembered object. When making statements about things not seen, it is better, in the early work, for the child to see his sentence written with pictures before seeing the word, and then make the substitution in the manner which has been previously shown. The drawing helps him till he has some knowledge of the form of the word, and in a measure takes the place of the object.

I have a 

I have a cup.

I have a 

I have a 

I have a 

SECTION IX.

THE WORD *AND*.

The word *and* can be employed while using the phrase *I have*. This will afford a favorable opportunity for making longer sentences without hindering the progress of the child, since *and* is

used to connect only such forms as are well known. It is desirable to have pupils become accustomed to sentences of unequal lengths as soon as they are able to read them. The sentences will be : —

I have a cherry *and* a 

I have a ring *and* a 

I have a maple  *and* a chestnut 

SECTION X.

OTHER DEVICES.

Imitation exercises should be dissimilar without making them of a rambling nature. Children are interested in new and unexpected acts or sayings ; and when a teacher can introduce some new device for practising a phrase or a word which has already been presented, she finds a new interest is awakened, and the pupils are often led to use the phrase or word more understandingly than before.

Here is another device which can be used for repeating the phrase *This is*. There are several objects on a table, and the teacher touches one of them, saying, "This is a leaf. Alice may touch something and tell what it is. Each girl in the class

may do the same. Each boy may touch something on the table and tell what it is."

Here is may be taught in a similar way.

Devices that will attract so as to interest are to be sought out and practised. Here is one that can be used when teaching the phrase *That is*. Standing at a little distance from the table, the teacher points to some object, and says, "That is a leaf. Each one in the class may point to something and tell what it is. I will write your sentences on the blackboard."

The same device is employed to teach *There is*. When using this phrase, the pupils speak, not only of the things found in the school-room, but also of things seen outside. Going to a window, one child says, "There is a robin." Others make known the things which they see. Their statements are written, and on the blackboard appear the sentences : —

There is a 

There is a 

There is a 

There is a 

There is a cherry, etc.

SECTION XI.

PRONOUNS AND PROPER NAMES.

Having learned to recognize the expression *I have*, the pupils easily pass to a different form of the verb when it is used with other pronouns. Replying to the question, "What has Alice?" the statement is made, "She has a fan"; or the question is asked concerning some boy in the class, so that the answer will require the use of the pronoun *he*.

To be able to write one's name is one of the earliest requirements made of the child, but pupils should be taught to read and to write other proper names. An easy and effective means for doing this may be employed in connection with a reading exercise, and each pupil can learn to recognize and to read the names of others.

Every member of the class holds some object so that it may be seen by all, while each in turn is called upon to tell what his right-hand or left-hand neighbor has. As the statements are made, they are written: —

Edith has a fan.

Frank has a knife.

Emma has a 

Alice has a 

Roy has a leaf, etc.

The author of the first sentence is asked to read it. Oscar reads, "Edith has a fan." Ralph, who gave the next, reads, "Frank has a knife." As soon as all have been read, an exchange of objects takes place. The teacher erases the word *leaf*, and asks, "What shall I write here?" Roy, who now has the knife, gives the word which shall be written in his sentence.

Roy has a knife.

Or perhaps Emma's name is erased, and the question is asked, "Whose name shall be written here? Who has the feather?" Sara has it, and her name is placed at the beginning of that sentence.

Sara has a 

SECTION XII.

ADJECTIVES.

While speaking of an object, the pupils will not fail to notice some of the qualities belonging to it. They must hear and learn the proper words to express these qualities. Most children have a limited number of adjectives, which they use indiscriminately. To avoid the too frequent use of these, and to lead the child to form the habit of careful selection, some new words are gradually introduced into the conversation lessons. In early work only one modifying word is required, but as the pupil advances he must be encouraged to use more than one in a sentence.

Attention should be given to teaching adjectives of form, color, and extent, since these belong to all objects which the child sees or handles.

When the pupil has learned to use an adjective in conversation, it is to be shown in the script lesson. The use of adjectives in the reading lesson not only serves to give variety, but likewise lengthens the sentences, so that the eye may be trained to see more words at a glance.

This is a round leaf.

Roy has a red cherry.

I have a long 

SECTION XIII.

VERBS.

To make the complete sentences which are required, the pupil must make use of verbs. In the first part of the Reading Book are found the words, *have*, *be*, *see*, *run*, *jump*, *hop*, *play*, *spin*, *get*, and others, which the child uses when speaking of himself or of his mates. He will readily learn to recognize forms of these verbs as they are used in connection with pronouns or proper names. The teacher says, "If you wish to go very quickly from your home to the schoolhouse, how can you do so? If I wish

you to be at the opposite side of the room in the least possible time, how will you get there? Let me see you run; then come back to the blackboard and tell me who can run across the room. I will write the names."

Frank can run.

Ralph can run.

Sara can run, etc.

When all are written, Frank is called upon to read the first sentence, Ralph to read the second, and so on, until everybody has read a sentence, beginning with his or her name. Then some of the sentences may be changed by substituting the pronoun *I* for the proper name, while those which remain unchanged are to be read by some member of the class selected by the one whose name is used at the beginning.

At the next lesson the teacher says, "You can run; tell me something else you can do."

I can jump.

I will write.

Roy can jump.

"Let me see you place your feet close together and jump high. Who can jump highest? Who makes the least noise?" Very soon these two action words may be put into a single sentence,—

Roy can run and jump.

Frank can run and jump.

For seat work let each copy the sentence containing his or her name. Afterwards copy it and substitute the pronoun *I* for the name; copy again and use *we* instead of *I;* or take two names and one verb, making,—

Frank and Roy can run.

Soon the pupils may have their full name placed at the beginning of the sentences,—

Frank E. Jones can run.

Let the names of animals be introduced in connection with these words:—

The dog can run.

The  can run.

The  can jump.

When giving words expressing action, let the children perform the acts if practicable. The teacher who does this need not be criticised for permitting too much play in the school-room, for this is not play for mere amusement, but for a purpose. It is a means employed for associating the word with the idea which it symbolizes; if this association is made, the word is more readily recognized.

While performing these actions, the children are required to be quiet and not boisterous; thus they can be acquiring lessons in self-control.

SECTION XIV.

PREPOSITIONS.

When a few objects have been used, and their names are known, the children will like to arrange them in different positions with regard to one another, thus making it necessary to use words of relation, or prepositions. In this manner, during the first weeks of the pupil's school life, he is having practice in the use of such words as are needful for the making of short, intelligible sentences, instead of learning isolated words which do not convey distinct and definite ideas. He also sees these words and learns to recognize their script forms.

The ring is near the 

Frank has a cherry in the 

The pencil is on the 

I have a  under the 

Up to this time only a few words in script have been given to the pupil, but they are of such a character that a great

number of different sentences may be produced by them, thus affording abundant practice in their use, at the same time making sufficient variety to prevent monotony. While the few familiar words are being repeated, there is a slow but steady addition of new words, which are also frequently repeated. In this manner his vocabulary is continuously increasing.

SECTION XV.

DISSIMILAR SENTENCES.

Even though the sentences given to "beginners" are very short and simple, yet one must not infer that it is needless to spend some time in preparing the lessons for the blackboard. There are many dangers which may be encountered if one does not foresee and provide against them. If the same sentence beginnings are used throughout one lesson, pupils will be inclined to form a habit of guessing that which they are to read.

When they are led to make such statements as these: —

I have a fan,

I have a 

I have a 

I have a leaf, etc.,

it may sometimes happen that, looking at the pictures of the hat and the key, and recognizing the words *fan* and *leaf*, they will not notice the other parts of the sentences, and yet seem to be able to read them. It is best, therefore, after they have been shown more than one phrase, to use the two or more in every lesson, and to have no fixed order for their arrangement; then a child will be constrained to observe the entire sentence, and there will not be a tendency to acquire the habit of guessing.

A lesson may be arranged in this manner: —

Oscar has a top.

I have a 

This is a leaf.

I have a fan, etc.

The sentences are obtained from the pupils by asking such questions as shall demand these forms of expression in reply.

The teacher gives a top to Oscar. "Those who can tell what Oscar has may raise the hand. Frank may tell, and I will write his sentence. Alice will tell what she has. John, what is this? [putting a leaf into John's hand]. What have you, Emma?"

If these and similar questions are answered with animation, and in a natural manner, as the spontaneous expression of thought, the teacher may be sure that she has, or appears to have, sufficient interest in the lesson to stimulate the child's

mind; she has a personal power that is felt by the pupil, and causes him to feel interested in that which seems to interest herself. Although the thoughts expressed in these sentences may seem to be trivial matters for a teacher, yet it is sometimes necessary to stimulate an interest in them in order to arouse the pupils.

SECTION XVI.

REVIEWS OR SIGHT-READING.

When pupils have had a few exercises in which they have seen their expressions written on the blackboard, or have been led to associate the written with the spoken sentence, a portion of the time should be devoted to a review of that which has been shown in previous lessons.

Let us suppose a child is able to read sentences beginning with *This is, I have, I can see.* How did he gain the power to read them?

For many successive days the conversations were so directed that he made use of these phrases whenever they could be employed to express thoughts. His expressions were given when his mind had been stimulated to activity by questions and remarks from others in the class, and they were, to him, of sufficient importance to claim attention.

Immediately following the oral lesson he saw the written forms of some of his sentences containing the phrases in connection with words or pictures. These furnished the material for

oral reading, and at the close of this exercise he copied statements which had been made either by himself or by his classmates. This transcript he was required to read. Thus he had manifold practice in studying again and again these few word forms. Is he now able to recognize some of these sentences which he has studied, without being prepared for them through the medium of sound?

In the review they are to be presented without being immediately preceded by oral expression, — the drawings and some remembered words serving to recall the thought.

When the class enters upon the work of reviewing, it is well to introduce the repeated sentences towards the close of the exercise, or after the pupils' minds have been excited by seeing some of the word forms in other expressions.

The teacher says, "I will write one of the sentences which you read yesterday. If you can tell what it is, you may raise your hand."

Perhaps there are some in the class who are not able to recognize all the words. Such children should not be forced to read that for which they are not yet qualified. They must have more practice in seeing statements which are written immediately after their utterance. There will be others in the class who can readily recognize and read the sentence. These should be allowed to do so. The slower ones will be gaining a little every day until they too can read.

Teachers must not be in haste to have their pupils take this kind of review work before they are prepared for it, but patiently await the time when the power to recognize form is more fully

developed. Slow and careful work done in the beginning prepares a good foundation for accurate and rapid work in the future.

SECTION XVII.

THE TEACHER'S THOUGHT.

Soon after the child is able to read, in review, three or four different phrases in connection with object words or pictures, the teacher wants to know whether he can recognize the words in other relations than those in which he has already seen them; whether he can comprehend a thought which he has not already heard; whether he can read other thoughts than his own.

Since the time he began an unconscious analysis of sentences by noticing the combination of words and pictures, he has been gradually separating the words from one another and observing their differences. As yet the teacher has not required the recognition of disconnected words, but as soon as she finds that in the review he can readily recognize and read several sentences which differ from one another, that he is able to read them irrespective of their order of arrangement, she may conclude that he is beginning to have some distinct and definite knowledge of the forms of words, and that he is now ready to take another step. He is ready to see new thoughts expressed, not by seeing new words, but by seeing known words in new relations.

If the words are fully known, the child will be able to

recognize them in whatever sentences they may be used. The advanced step is taken when he is able to apprehend the thought of another person by means of its script representation. This is reading or getting thought from written words.

As it is desirable for pupils to have different arrangements of sentences in order that they shall give attention to each, and shall not be tempted to guess their meaning, nor to memorize their positions and thus to memorize the words; so, when the pupils are able to separate a sentence into its parts, they should see new word arrangements.

By transposing the words of a statement so as to give the interrogative form of expression, a new thought may be given without making use of any new words.

The sentence, "This is a fan," is given by Roy while he holds the fan in his hand. It is written on the blackboard; and then the teacher takes a book in her hand, saying, "I will write something, and see how many can read it. I shall begin with this part of Roy's sentence [pointing to the word *is* and writing *Is*]; then I shall take this part [pointing to and writing *this*], and finish with, *a fan?*

Is this a fan?

Who can read it? Who can ask the question?" (The book is held so that the pupils can touch it.) If the words in Roy's sentence are known, the children will recognize them in the interrogative sentence. They will think out the meaning of the words in this new arrangement and have no difficulty in asking the question. If they cannot easily ask it, they are not

quite ready to separate the sentence into words, and the transposition must be delayed a while till they have gained the power to discriminate.

Sometimes they may notice the capital *I* at the beginning of the sentence and think *Is* does not mean the same as *is*, but having confidence in the teacher, they will not question further if she says, "It is the same word, but I have written it differently."

The greater the number of changes that can be made in the arrangement of the few words known by the children, the greater interest they will have while making the necessary number of readings.

Pupils like to see their own names in these interrogative sentences. Pronouns also can be used. Thus:—

Edith can see a hat.

Can Alice see a hat?

Can you see a 

Has Roy a top?

Have you a 

Can the  see the 

Do you see the ring, Emma?

Is this a 

When these questions are read, replies may be given, thus affording opportunities for seeing and learning the words *yes* and *no*. The replies will incidentally cause many repetitions of nouns and pronouns.

Can you see a cherry?

No, I can not see a cherry.

Has Alice a 

Yes, she has a 

If, without assistance, a child recognizes the thought expressed by these written words, then he has learned to read them.

At the time the sentence, —

Is this a fan?

was written the pupils had not been prepared for the question by hearing the oral expression; they did not know what the teacher was to write; they were to gain the significance of the sentence from their knowledge of the words composing it. The ease and fluency with which it was read depended upon their prompt recognition of the word forms.

SECTION XVIII.

THE FIRST READING.

As soon as the child has learned the forms of a few of the words which he unconsciously uses in his utterances, he must be given practice in reading these words as used by another for expressing thought.

For his earliest lessons in reading he must have sentences constructed by his teacher and not those taken from a book, because the teacher knows just what words and what arrangements have been studied, and she can present that which he is able to read easily. If his first reading consists of sentences from a book, he may encounter words or phrases for which he is not prepared. This will have a tendency to produce that unpleasant faltering that is sometimes heard in the schoolroom. If a word is not known, he will pause before attempting to pronounce it, and this hesitancy soon becomes a habit, so that his oral reading is not agreeable. To be obliged to pause before words because they are not readily recognized, will prevent a clear and full understanding of what is read. The teacher who knows a pupil's vocabulary does not make the mistake of presenting any obstacles before he has had considerable practice in reading. She allows him to attempt only such words as he has seen frequently in the script representations of his own thought expressions, only those which are familiar. He needs to understand that it is necessary for him to know the words before he can know the thoughts which they symbolize, and before he can

read or "tell" the thought to another. He must never be allowed to read or "tell" a sentence till he has its meaning.

The blackboard affords opportunities for presenting the many, many sentences which the child requires before he is able to read from a book.

The teacher's sentences are to be interspersed through all the early reading lessons, that he may become accustomed to seeing thoughts for which he has not been prepared by sound.

Presenting sentences in this manner is an examination to ascertain whether a pupil knows the combinations he has seen, and to test his power to recognize words in new relations.

SECTION XIX.

SILENT READING.

In all the work which has been done thus far to prepare the pupil for reading, he has been required to give verbal expression to all the script sentences which he has seen. In order to derive the greatest benefits from knowing how to read, he should be able to comprehend thoughts without so much effort. To economize time, he must be able to read silently. When he acquires this power, he will be able to glance over a page and see its significance without being obliged to gain the thoughts through the pronunciation of words.

A child, while learning to recognize word forms, and while being required to orally pronounce these words in order that the

teacher may ascertain whether he knows them, should also have some practice in silent reading. Silent reading must have a place in the earliest lessons as a test of the pupil's ability to get thought through the sense of sight.

A device which will almost always secure good results is to have either the teacher or some pupil point to one of the sentences and ask some one to make it true. If it is, —

I have a fan,

a child makes it true by getting a fan. This device cannot be used with all sentences. Another may be used for questions. Pointing to an interrogative sentence, —

Have you a pencil?

the teacher says, "All may read this, and when you know what it is, think an answer for it." The pupils read and think an answer; then the hands are raised.

"Alice may tell her answer."

"Yes, I have a pencil."

"Those who have the same answer will drop the hand. If some one has a different answer, we shall be glad to hear it."

Can you see a 

is the next question which they see written, and, "No, I cannot see a stool, but I see a cup," is the reply of somebody who is able to read it. This is a long statement, but it is not a difficult one, since it is composed of familiar words; so the teacher writes

this answer underneath the question, using drawings for the words *stool* and *cup*.

It is well to thus present both long and short sentences in one lesson.

SECTION XX.

SUPPLEMENTAL READING.

As soon as the pupil is able to read the sentences given by the teacher, he may have some reading in addition to that which he sees written on the blackboard. This also affords more practice in silent reading. The first supplemental reading is furnished by the teacher, who knows the pupil's vocabulary. It consists of slips of paper, upon each of which is written one or more of the sentences which have been read in some previous lesson. One of these slips is given to each pupil in the class, who, when he has silently read the sentences, raises his hand. Perchance some one has a sentence which he cannot read; if so, it is written on the blackboard, that he may be assisted by his mates. It sometimes happens that if a child observes the process of writing those words which are but imperfectly known, they will come into consciousness, and he can speak them. If, however, he cannot recall them after seeing them made by the crayon, some member of the class should read for him.

Day after day the new sentences, as they were given in the lessons, were written on slips of paper. These have been accumulating; and when the time comes for the pupils to read with-

out direct assistance from the teacher, there are many of these papers to be distributed. On them there may be, in addition to those which have been previously written on the blackboard, other sentences containing words and pictures which the children can recognize.

To write these slips is not a hard task for the teacher; it takes but little time each day, and they afford most profitable exercises for the pupils. They may also be used for busy work. Let each pupil take one to his seat to copy, and afterwards be prepared to read his transcript.

SECTION XXI.

SUMMARY.

On the preceding pages it has been shown what kind of exercises are necessary before a child is able to read. He prepares to recognize the thoughts of others, by first learning the script form of those words which he uses when giving utterance to his own thoughts.

The words which have the greatest significance for the child are most easily learned; therefore the first sentences which he sees should be his own expressions.

It has been shown that his written vocabulary is increased by the addition of those words which he uses unconsciously in his speech. In most instances the teacher decides when and what new words shall be presented in the script lesson, and then makes opportunities for using them.

It has been shown how constructions can be so changed as to make the needful repetitions without monotony, and at the same time give the pupil a thought for which he has not had immediate preparation.

It has been shown how reviews may be given, thus allowing the pupils to begin early to practise sight-reading. This is another method for directing the attention again and again, not only to known words, but also to some of those which are imperfectly known, and which must be seen repeatedly until they are recognized readily.

It has been shown how supplemental reading may be prepared, and its use begun in the early part of the first school year, so that the child will become accustomed to read short selections in script and print, similar to those which will be furnished for additional reading when he has advanced to the First Reader. It prepares him for reading other matter than that given at the class recitation.

Every exercise in preparatory reading should be immediately preceded by a conversation or talk pertaining to the lesson, in order to fill the child's mind with thoughts of the subject about which he is to read; then the words expressing these thoughts will be more easily recognized. He will also be better prepared for correct pronunciation, having just had practice in pronouncing.

Language and reading are intimately connected during the preparatory work, thus helping the child to gain the impression that the purpose of reading is to interpret thought.

CHAPTER III.

FROM SCRIPT TO PRINT.

To form a good basis for future work in reading from a book, preparatory exercises, similar to those which have been suggested on the preceding pages, ought to occur two or three times a day, or until the pupil can easily read sentences containing from six to sixteen words, and until he has a script vocabulary of about two hundred words.

If the child knows the written forms of a great number of words, he is able to make the transition from script to print with ease. He will make more rapid progress in his book-reading than if he is forced to undertake printed forms before he has acquired the power to read much in script. The transition from script to print ought to be made so easily that the pupils will be no more affected by it than they might be by seeing a slight difference between two styles of chirography.

Sometimes teachers, fearing there will be difficulties, unconsciously give the same idea to their pupils, and thus hinder their progress. A teacher would make a great mistake by saying or doing anything that would lead the child to think there were any obstacles to prevent the ready recognition of the words. She must have full confidence that her pupils will succeed.

The script forms of the words composing the first lessons in print must be so well known that the pupils are able to recognize them at a glance. Before they are shown to the class, however, the children are led to make use of them in the talk which is to prepare for the reading and which immediately precedes this exercise.

Prepare the pupils for the first sentence by leading some of them to make it in their talk; then, showing the chart or the page of the book on which it is printed, ask them to find the sentence which they have just spoken.

The teacher who has justly performed the work of preparing her pupils, may rest assured that she will not be disappointed at this time. They will be able to recognize the printed forms of all words whose script forms are known to them. Words that are not known perfectly, as well as all new words, must be taught as before.

The pupils have in their script lessons been able to read much longer sentences than are to be found in the first part of a Primer or First Reader. The writing and reading of such must not be discontinued; but now these may be said to come more directly under the subject of language lessons, and to occupy some period of time separate from that allowed for reading. A portion of the time allotted for reading must be devoted to a talking exercise that will tend specially to the development of the thoughts expressed on the printed page.

DRAWING.

DRAWING.

THERE is little doubt that drawing is becoming the strongest aid in teaching. Already it is a recognized power in the geography, physiology, and history classes, and is rapidly making its way into all departments. This work is designed to encourage the application of drawing in the reading class, and to show how to overcome the difficulties of its introduction.

The eye and the ear are the most ready avenues through which knowledge passes to the mind. They are the complement of each other. So also is the art of making thought visible on the blackboard the natural complement of oral teaching. The teacher who can add to her power of teaching orally the power of illustrating her work on the blackboard, by means of simple outline drawings, doubles her efficiency. Especially is this true in the primary department, where drawing is peculiarly adapted to the work. Here the intelligent teacher talks with chalk in hand, illustrating as she proceeds. A child is all eyes and ears. The greater part of his information comes through these. To see the idea drawn on the blackboard impresses it on his mind in the most vivid manner, making impressions that are indelible.

By the use of drawing, —

(1) Attention is gained at once, interest is easily awakened, and oral drill made more effective.

(2) Accuracy of observation is cultivated, the eye quickened and rendered incomparably more useful.

(3) The hand is cultivated, and the foundation of technical education laid.

(4) The knowledge acquired is more accurate.

(5) The complicated is made simple.

(6) The work of the class-room is broadened and enlarged.

(7) The ability to seize many points, and at the same time grasp them as a whole, as a unit, is being acquired.

(8) Another means of expression is being taught.

(9) An art of permanent use in every-day life is being acquired.

(10) A mental discipline is given which is not inferior to that of any other study.

Add to this the fact that drawing is a fundamental branch, and the basis of the mechanical, decorative, plastic, reproductive, and productive arts, and we see at once how essential it becomes to a symmetrical education and to general culture.

HOW TO DRAW.

All may learn how to draw.

You can learn to draw. It is as natural for you to draw as it was for you to learn to read and write, and the process of learning is the same.

You may not be a great mathematician, still you have learned

to cipher. You may not be an elegant penman, but you can write well enough for all practical purposes. You may not be a fine reader, but you can read and understand what you read. And so in drawing. You may not be able to become a fine artist, but you can learn to draw sufficiently for all practical purposes to meet the wants of the class-room, to put simple drawings on the blackboard for object lessons and busy work, to illustrate lesson truths. You can do all this without a teacher, without special instruction, and do it with your class work in the schoolroom. In one year you may become quite proficient in this work.

The whole secret of learning how to draw is to draw. You may learn rules and formulas; others may tell you what to do and what not to do; but sooner or later you will come back to the plain fact, that to learn how to draw you must draw. And the way you must draw is to put into it the same amount of perseverance, energy, and thought that you would put into any other branch you were to learn.

Draw every day. Prepare and introduce a drawing in some lesson each day, and at the end of the year you will be surprised at the progress.

Do not say, "I can't." Do not say, "It is not natural." These sayings belong to the last century, not to this. Prove that "you can't" and "that it is not natural" by going resolutely to work, following the simple directions given below for one term, and be convinced that you can draw, and that it is as natural for you to do so as it was to learn many other branches over which you have gained the mastery.

HOW TO PREPARE.

The central idea is "to draw"; all others are secondary. Methods, rules, formulas, "musts," and "must nots," are all subservient to this. All other difficulties will solve themselves if you will keep this and *draw*.

These simple directions are all that are needed: —

(1) Choose any drawing in this book that you wish to use in your work during the day. (2) Draw it carefully on paper with a lead pencil. (3) Draw it from memory on paper. If you cannot do this by copying it once, copy the second, and even the third time. (4) Draw it from memory on the blackboard. (5) Use it in the class.

Do this each day, and in one year you will have drawn all the illustrations in the book.

You must expect failures and discouragements, especially at first, but do not give up, — work resolutely until you have gained confidence in yourself. The more you draw, the easier and plainer the way appears, until the art becomes an easy and pleasant means of expression, a profitable source of knowledge, and a most effective aid in teaching.

ILLUSTRATIONS.

The illustrations in this book are designed in the most simple manner and are drawn with the least number of lines necessary to express the idea and in such a manner that if an attempt is made to copy them, the right way will be chosen naturally.

The drawings are so simple that no special directions are necessary to show how to reproduce them. They are axioms.

Perspective has been eliminated almost entirely, thus making the drawing still more simple.

These drawings may be used for busy work, object lessons, and many of them are adapted to "stick-laying."

They are divided into —

(1) Things seen at home.
(2) Things seen outside the schoolroom.
(3) The vegetable kingdom.
(4) The animal kingdom.
(5) Things seen about people.
(6) Illustrations expressing action.

All of these drawings once learned may be placed on the blackboard with little or no interruption to the class work. Even if more time than is thought practical is consumed in placing the drawing on the board, it is time far from being lost. One of the strongest powers of the child is perception. Drawing a picture arouses curiosity, and with it the avenues to the mind are opened wide. With each stroke of the crayon the child grows as does the drawing.

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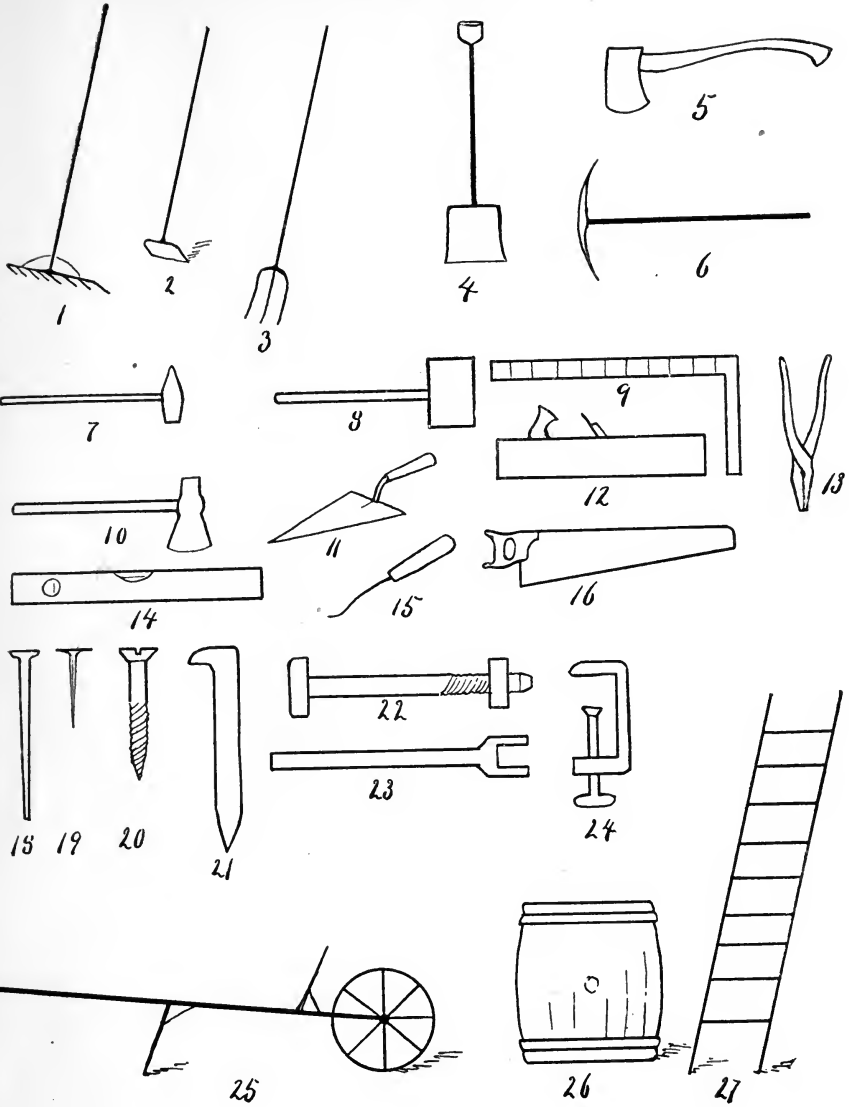

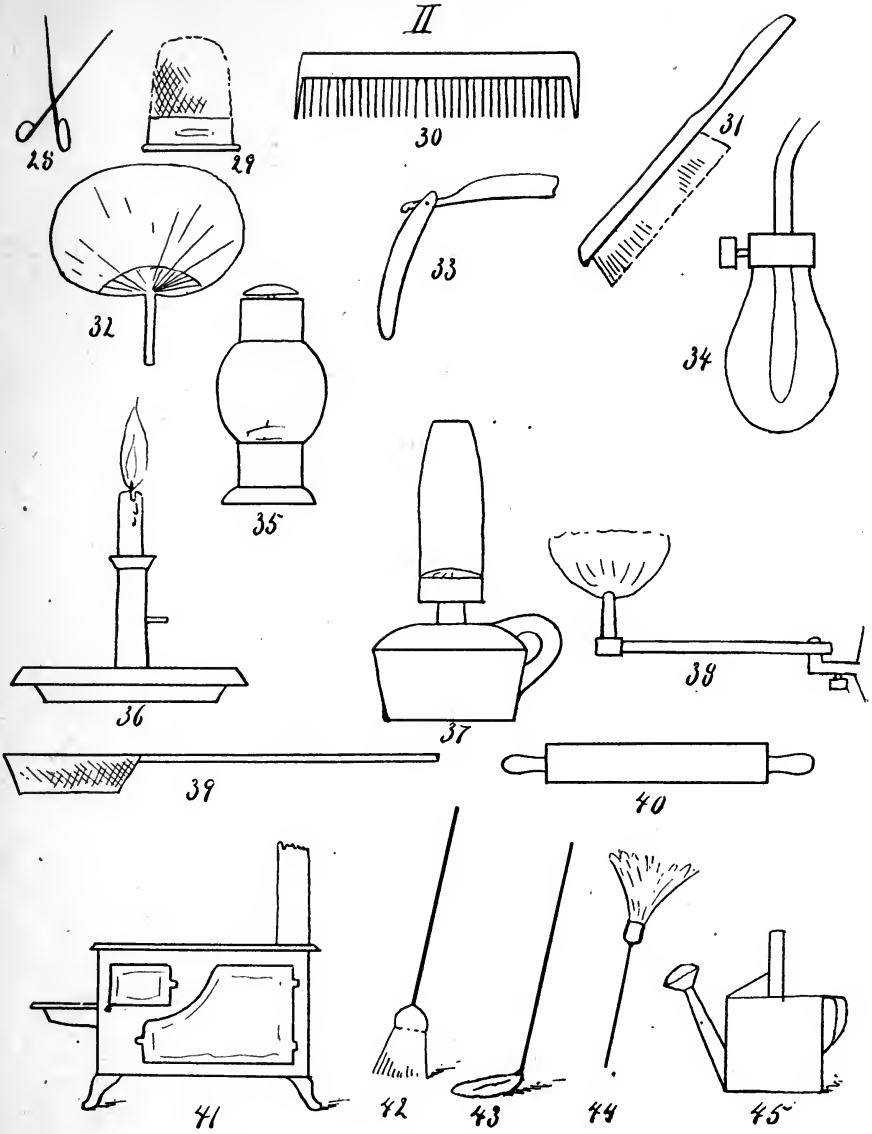
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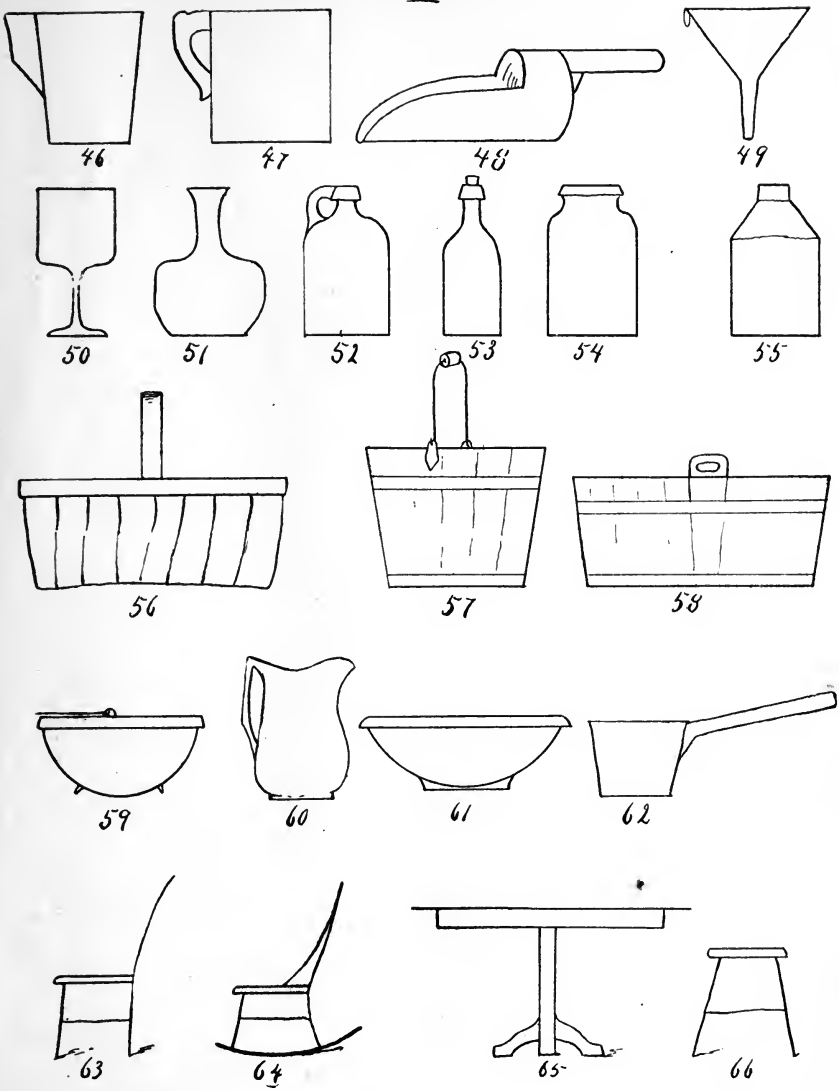

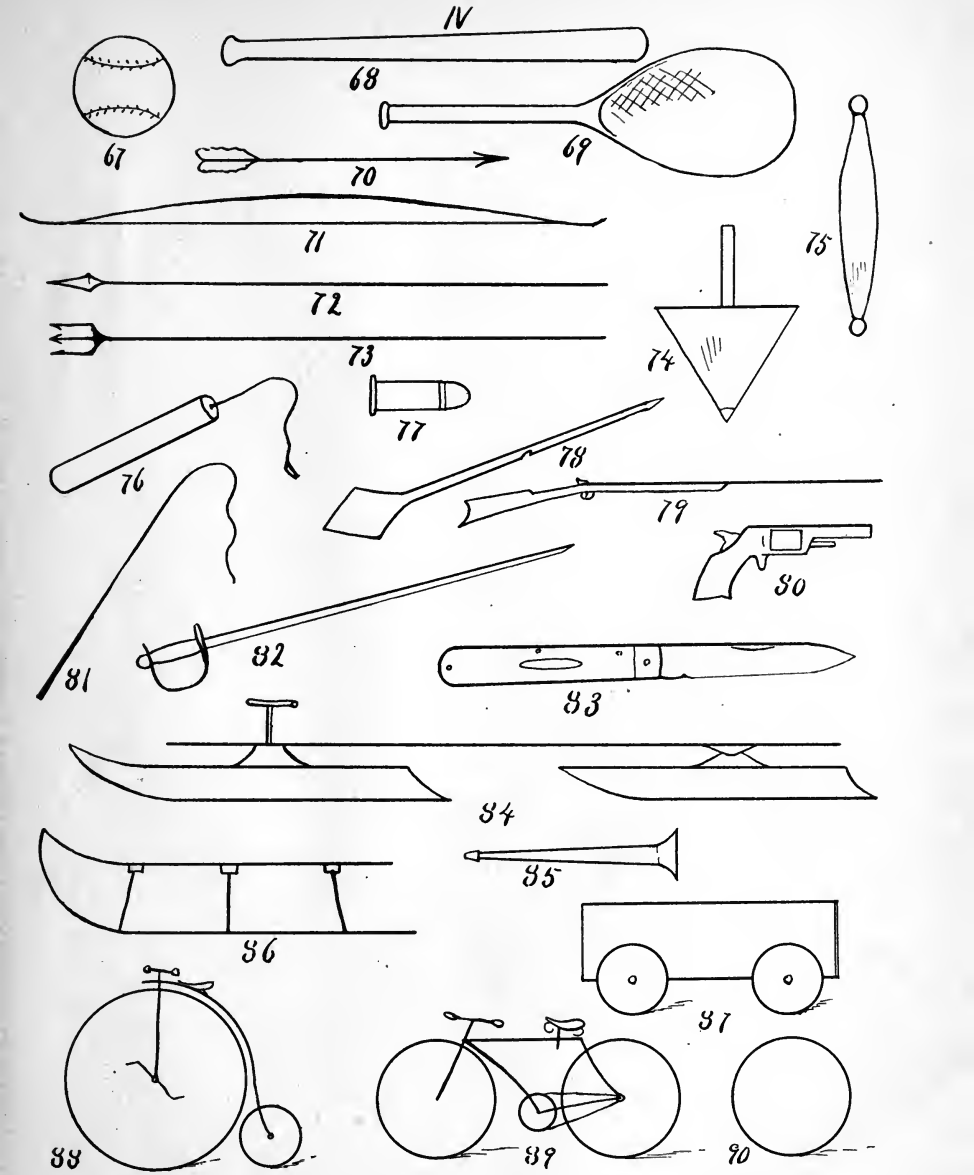
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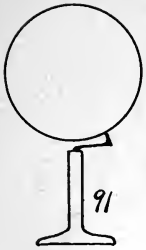
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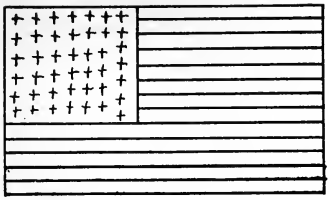
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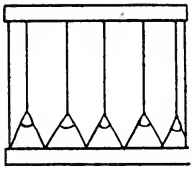
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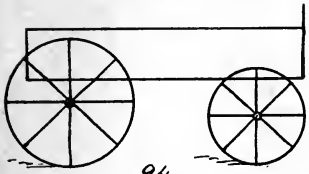
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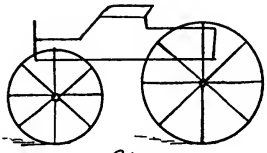
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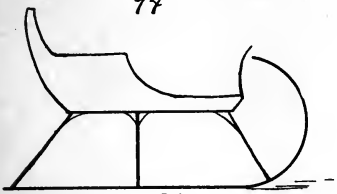
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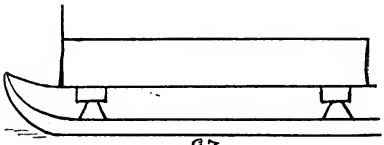
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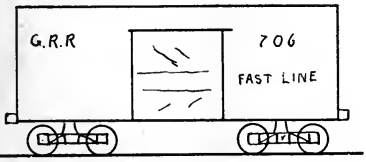

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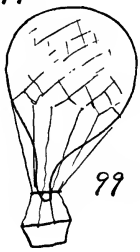
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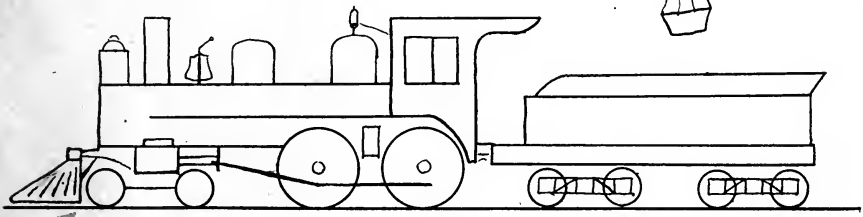
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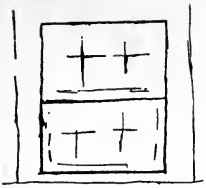
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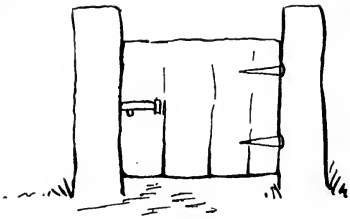
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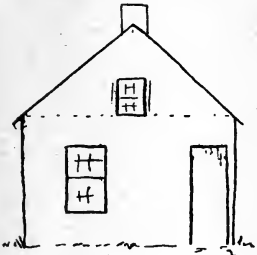
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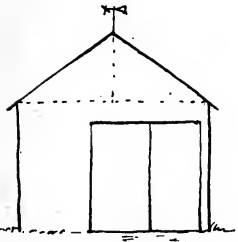
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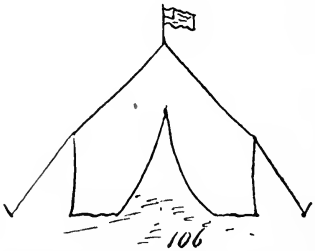
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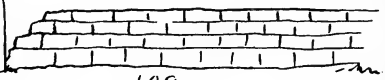
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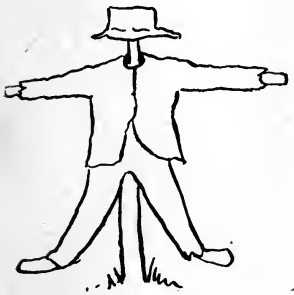
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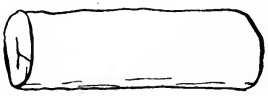
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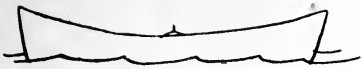

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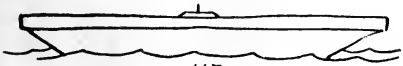

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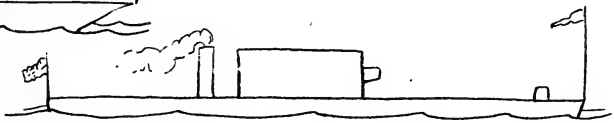

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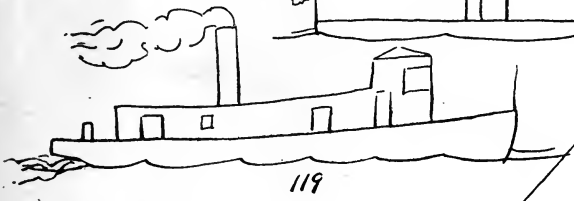

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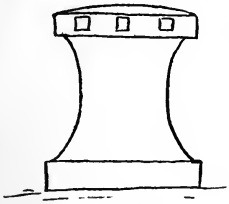

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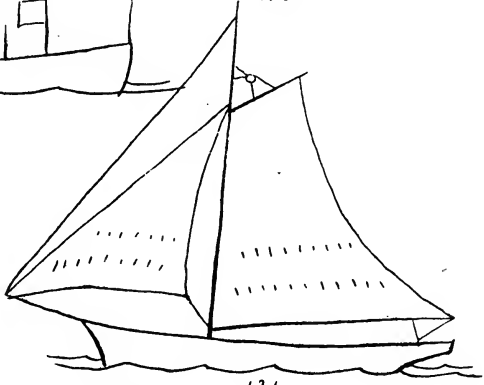

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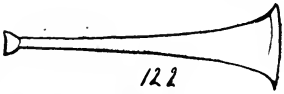

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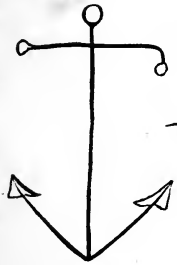

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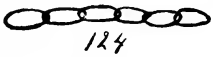

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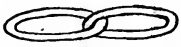

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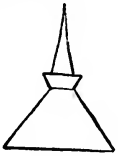

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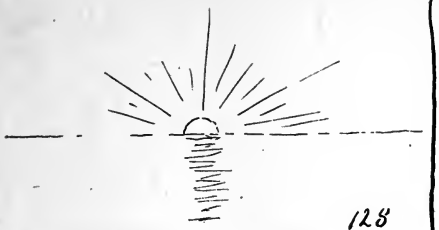

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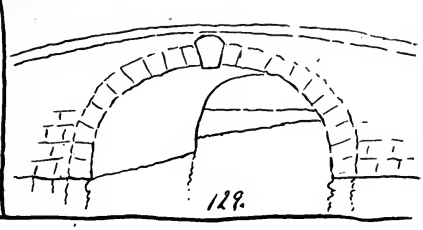

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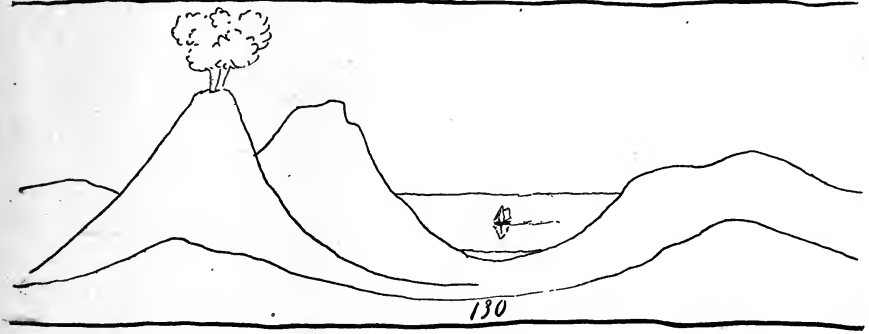

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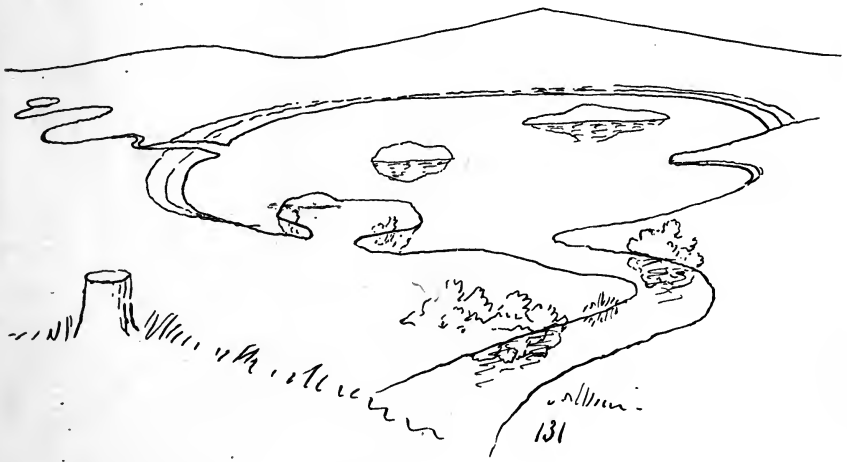

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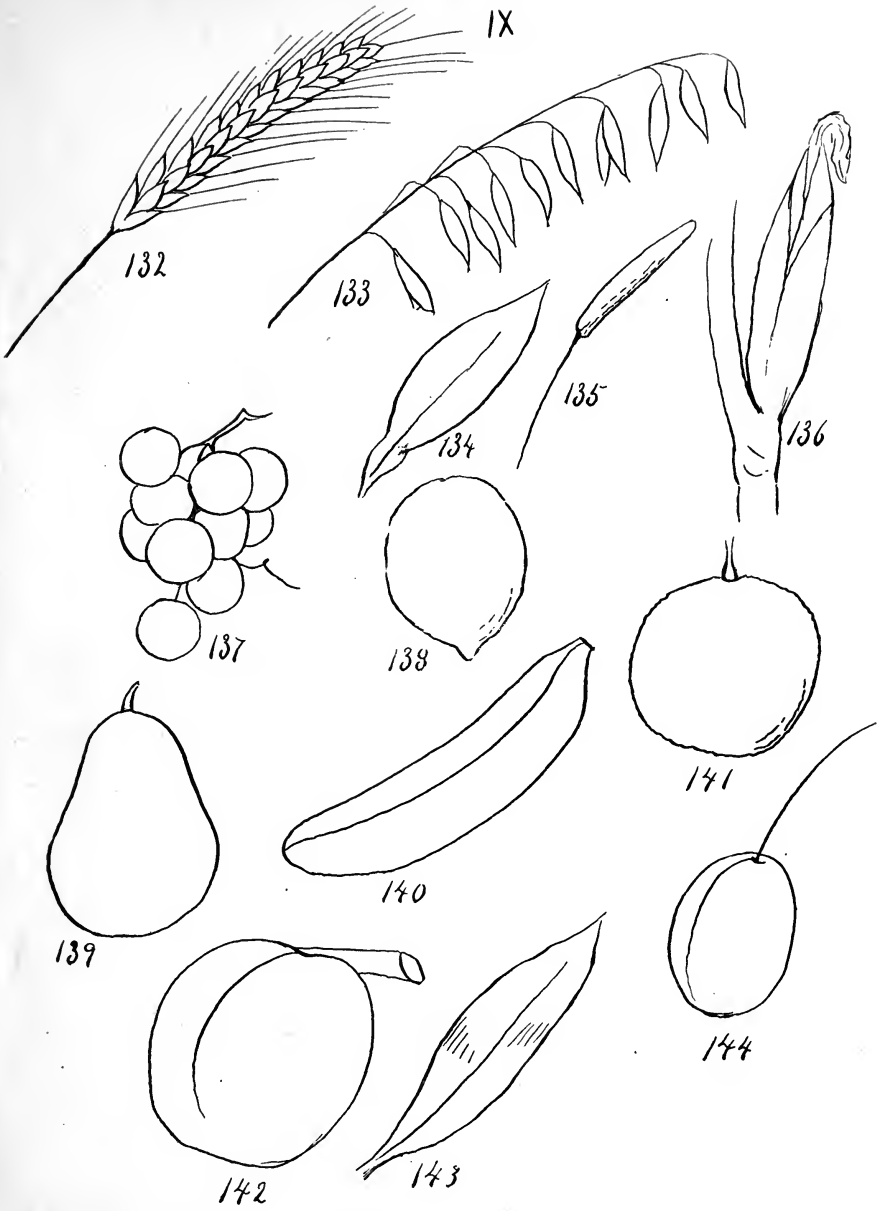
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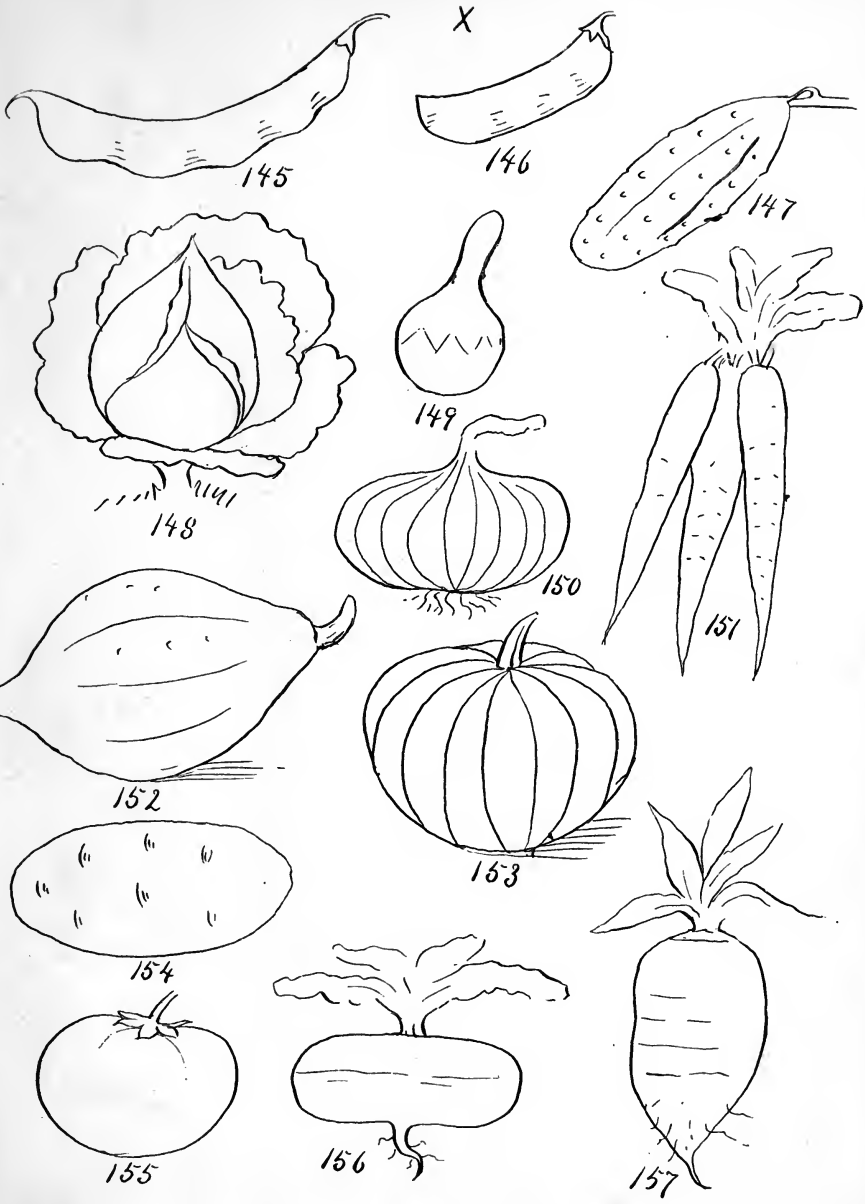
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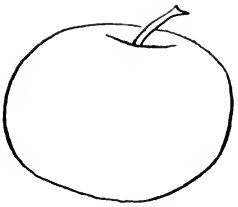

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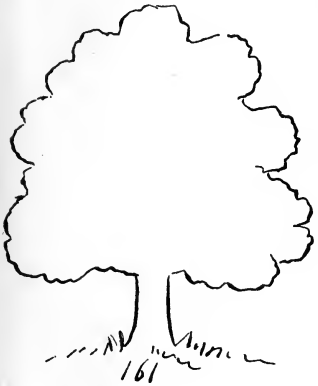

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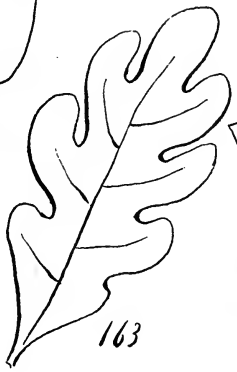

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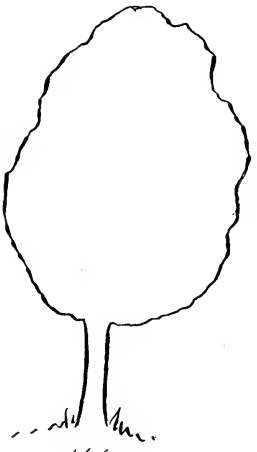

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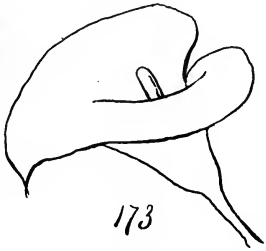

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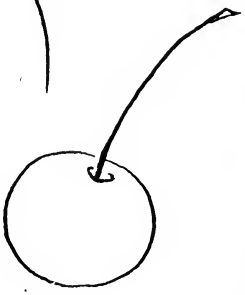

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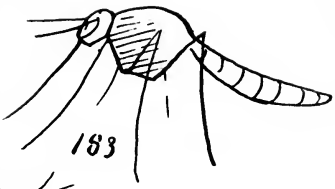
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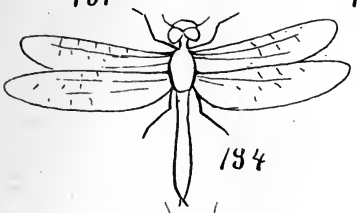
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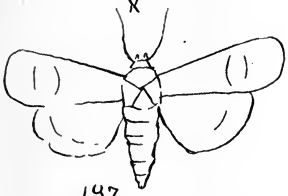
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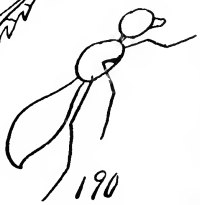
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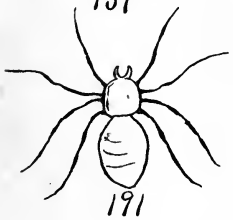
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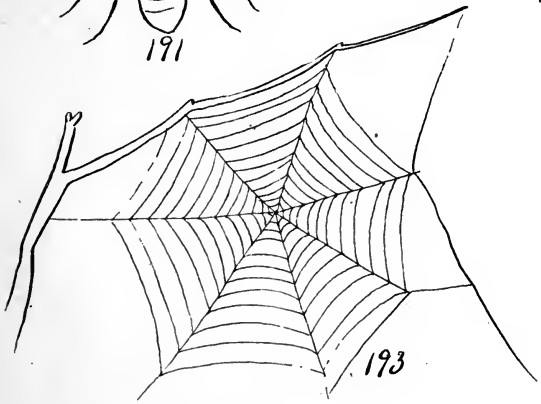
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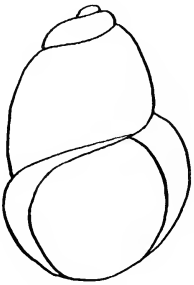
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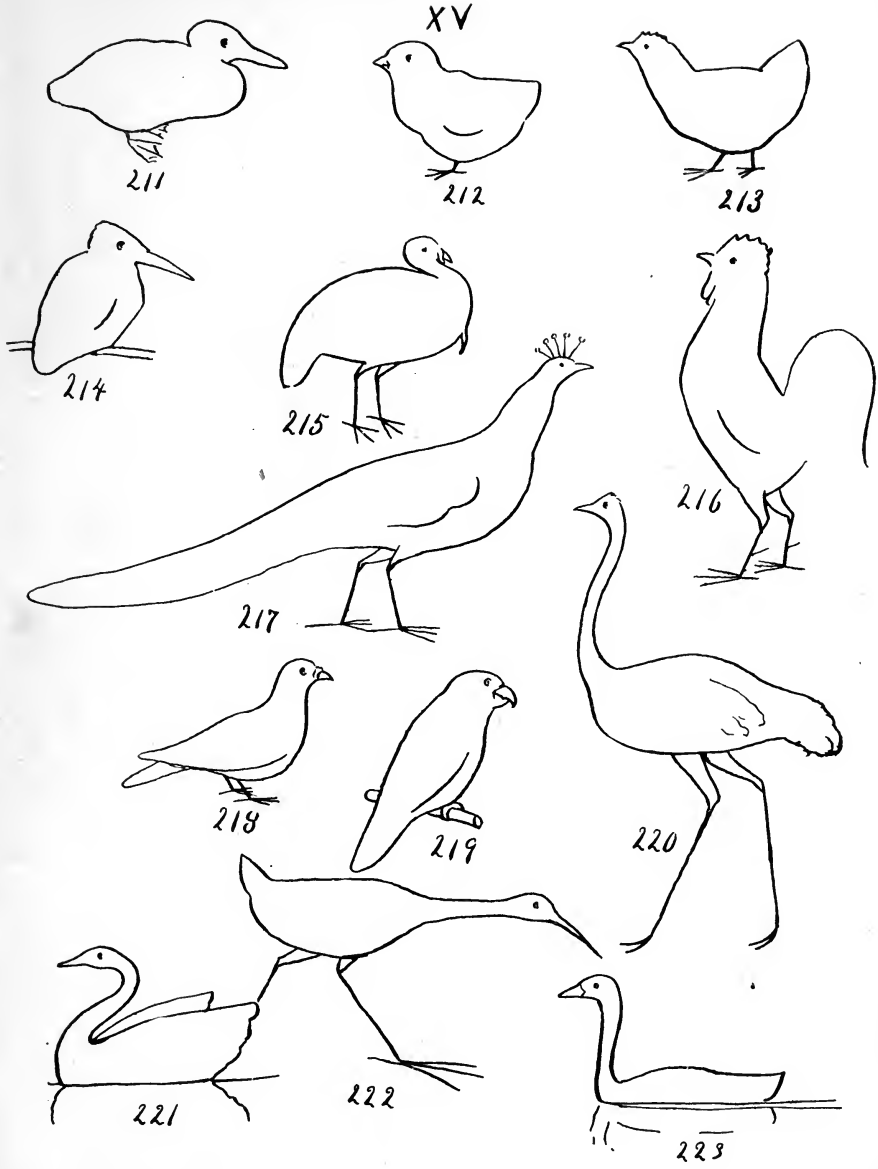
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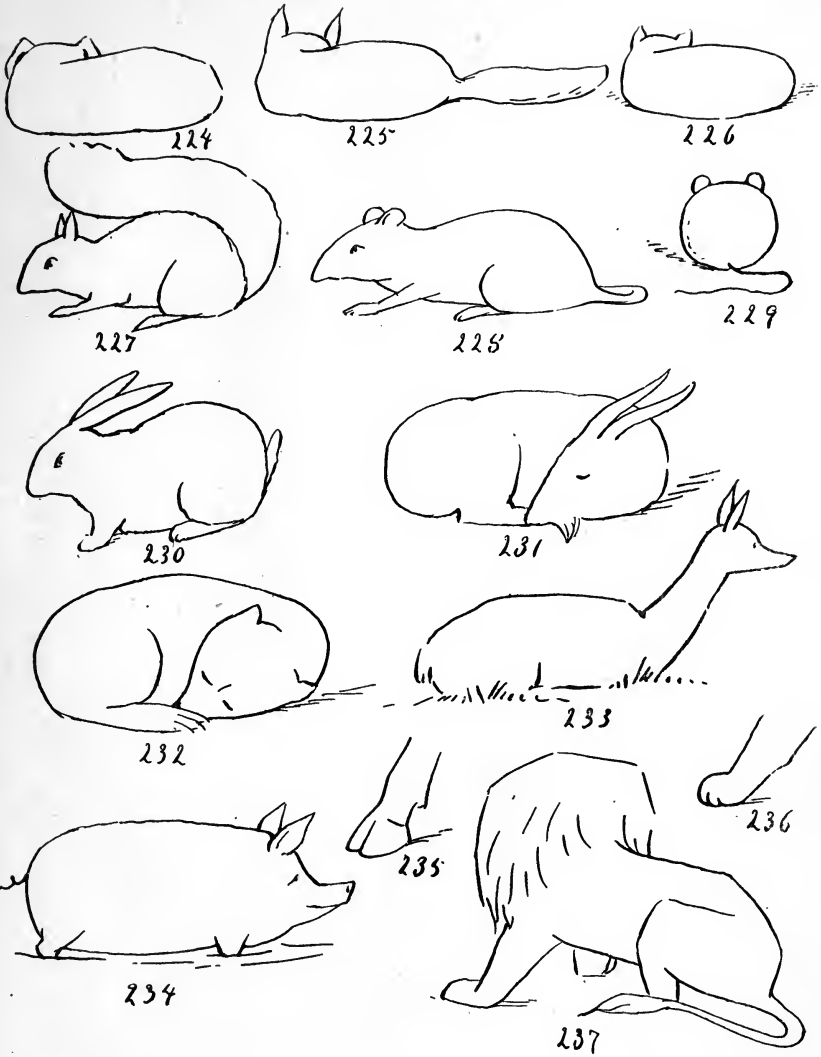
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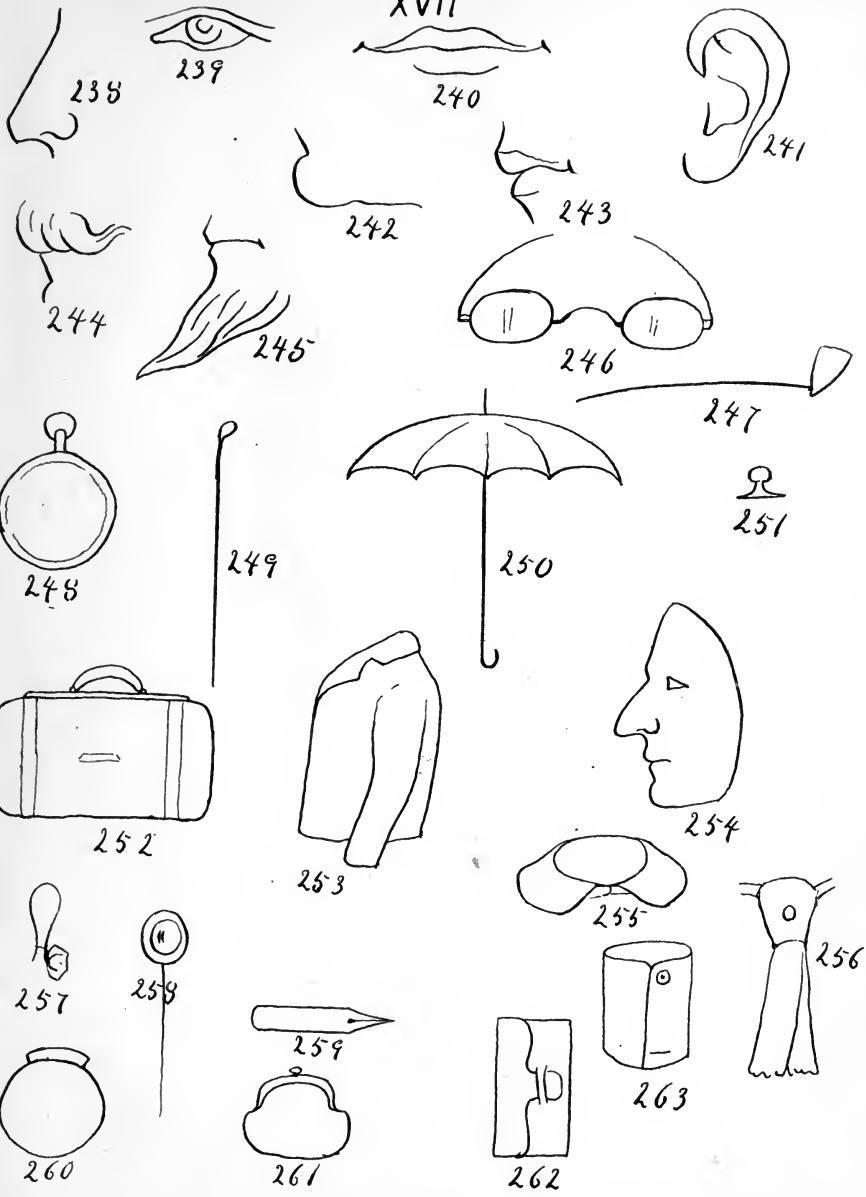
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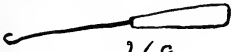

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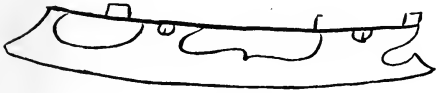

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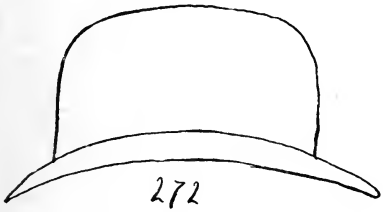

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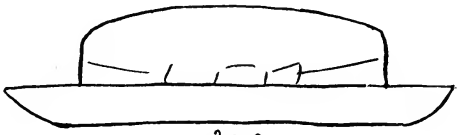

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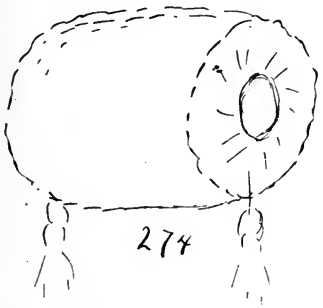

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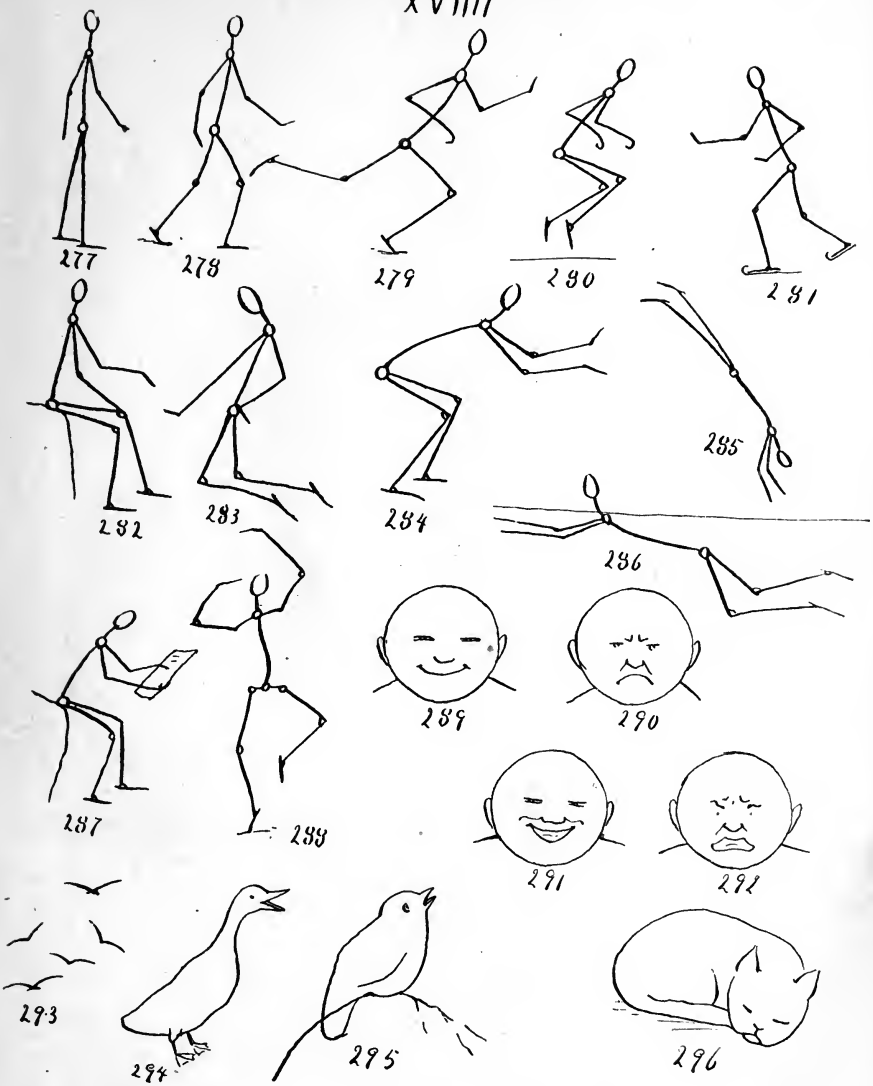
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