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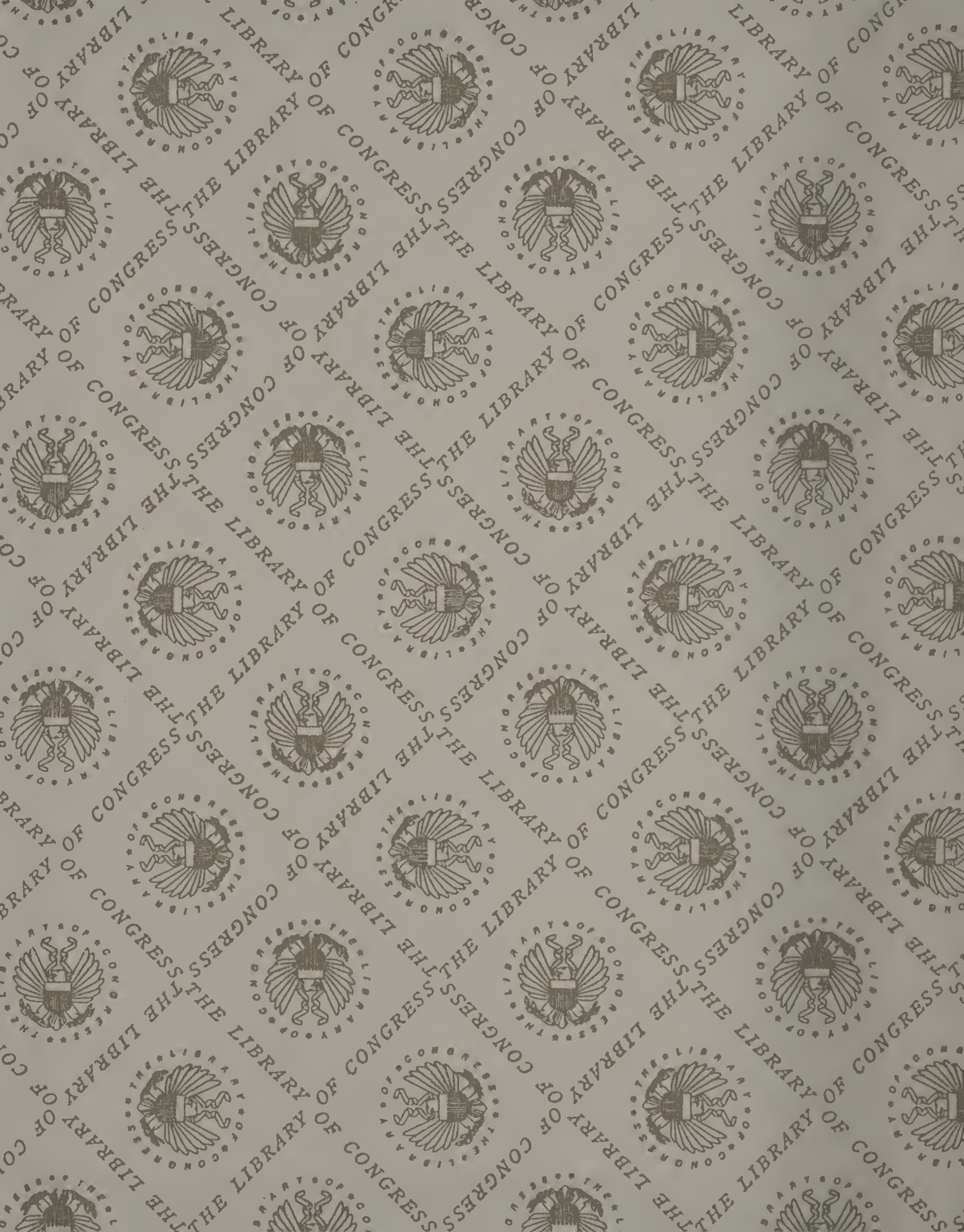
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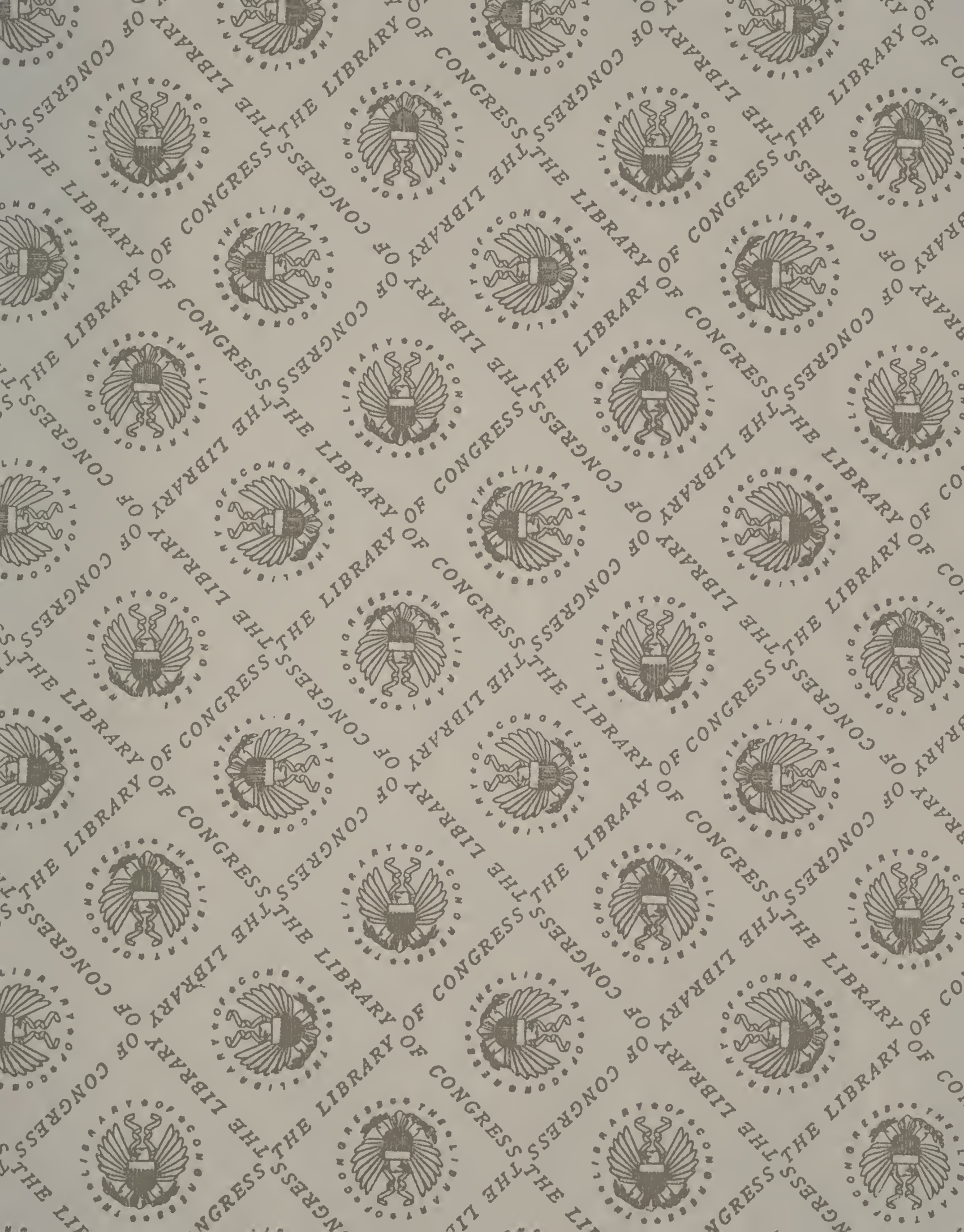
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TEACHERS' MANUAL

TO ACCOMPANY

A GATEWAY INTO ENGLISH FOR CHINESE STUDENTS

BY

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FOOCHOW, CHINA

ASSISTED BY

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KINGSTON, PENN., U.S.A.

SILVER, BURDETT & COMPANY

BOSTON NEW YORK CHICAGO

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PREFACE

If the majority of the teachers of elementary English in China were trained specialists, much of the material found in the Teachers' Manual would be superfluous, if not presumptuous. Very often, however, the beginning classes must be entrusted to Chinese teachers who themselves have had only a few years of instruction in English. In spite of their limitations, many of these young men and women have become efficient teachers. It is chiefly with the idea of increasing their efficiency that the suggestions for teachers have been given in such detail. As a matter of fact, these suggestions, as well as the lessons in the book itself, owe much of their value to the helpful coöperation of three Chinese teachers of English in the Anglo-Chinese College, Foochow — Mr. Wang Yün Chung, Mr. Hwang Yu Kwang, and Mr. Yeh Nien-tzu. These teachers have criticized the subject matter from the Chinese point of view and have also furnished a test as to whether the instructions for teachers are sufficiently clear and simple to be helpful to those with whom English is an acquired language.

One reading of this manual, or even two or three careful readings, will not be enough to equip the teacher for the task before him. The authors earnestly hope that each teacher will frequently re-read the suggestions, verifying or correcting them by his own experience and adapting them to the needs of his own pupils. If such adaptations and corrections are reported, they will be of great value in helping to make this little textbook of some real service to the increasingly large number of Chinese young people who are eager to acquire English — the key to the treasures of western learning.

BOOK ONE

SUGGESTIONS TO TEACHERS

THINKING AND SPEAKING IN ENGLISH

EVERY one of us learned to speak his mother tongue and to associate a given word with a given object long before he had any idea that certain written or printed symbols represented certain words. Is it not reasonable to expect that, in learning another language, the mind would most naturally follow this same order of presentation? It ought not to be necessary, then, to plead that, before this book is put into the hands of a pupil, he should have at least seven or eight weeks of simple, natural English conversation, in which to learn the names of the most common things of his everyday experience and also how to express his own thought about these things.

One of the essentials in the English course of any school in China is to teach the pupil to *think in English*. How can this be done if he begins his study of English by learning the alphabet, or even if he begins by learning phonograms, which are but written representations of sound and have no thought associated with them? Surely it seems more natural to teach first a word which suggests a thought and then show that this word is made up of certain sounds like those in other words. Even when this order is followed, care must be taken to avoid the error of making the study of a language a mere putting together of sounds like a picture puzzle. Exercises in conversation should always precede the introduction of the phonograms, and throughout the course fully as much time should be given to conversation as is devoted to phonetics and reading taken together.

The old-fashioned plan of teaching translation, either oral or written, from the very beginning, really prevented the pupil from acquiring a ready use of the language. Sometimes a teacher finds that a pupil, instead of understanding and answering a question directly, is first mentally translating the question into Chinese, then thinking out the answer in Chinese, and translating it aloud into English. This involves four mental processes instead of two, and is evidence of a lack of efficient method in teaching. According to the modern principles followed in teaching a spoken language, there

should be no translation whatever at first, say not until after the first two years, when the habit of thinking in the newly acquired language has already been formed. It is sometimes to the advantage of a beginning class if the teacher does not understand Chinese, as there is always a temptation to explain the meaning of a word or a sentence in the native dialect, instead of taking the trouble to interpret it through the pupil's own powers of perception. If, however, the native teacher or the westerner who speaks the dialect is careful to do this, he should be a much more efficient teacher than the non-Chinese-speaking teacher, as he has the advantage of sharing to some extent the pupil's point of view. Nouns may be represented by objects or pictures; verbs and many adverbs, by means of action; adjectives, through the different senses; and prepositions, through position. Pronouns, conjunctions, or difficult words and constructions may sometimes have to be explained in Chinese; but this should be done as a last resort. If the teacher fears that his best attempts to interpret a word by sign language may not have been understood by the duller half of the class, it is a good plan to call on one of the brighter pupils to give the explanation in Chinese; but this should be an occasional rather than a general practice.

At first sight it may seem that only a very small part of this book is devoted to exercises in conversation. Let it be remembered, however, that every reading lesson is to be prepared for by a conversation lesson using the same vocabulary and practically the same constructions; also, that the written work is intended partly as a test of the teacher's previous work in conversation. See "The Two-fold Use of Written Work," page 28. For every sentence given under the head of written work there should have been at least ten oral sentences given in the daily practice in conversation. The teacher should keep a notebook in which to write before coming to class a number of suggestive questions, bringing in as many as possible of the words, idioms, and constructions already learned. As the work progresses, he should try to keep the questions he asks from being like those in the book. He should introduce the new words in a different order and in different sentences, so that the reading lessons will not lose their freshness.

Several of the reading lessons are in the form of dialogues. These are intended to develop a conversational manner and tone in reading and also to furnish suggestions for exercises in conversation. For instance, in assign-

ing Lesson 20, Part I, divide the class into groups of three, asking each group to practice reading this dialogue together. After the lesson has been read, let the class vote as to which group read the best. Then ask the chosen group to memorize the parts, and give the lesson in dramatized form. Provide cake, tea, and other accessories to give the dialogue a natural setting.

In a conversation lesson there is a tendency for the teacher to ask all the questions and the pupils to answer them all, so that often a pupil has very little chance to learn how to ask a question. The games and other suggestions in "Hints for Teaching" are given partly in the hope of developing initiative on the part of pupils. To this end many other devices will doubtless suggest themselves to the mind of the teacher.

One of the great difficulties in the teaching of conversation is that the average pupil does not know how to prepare his lesson, and the average teacher does not know how to teach him to prepare, except by a sort of question and answer method which the pupil is apt to learn by rote. It is hoped that the combination of reading and composition with conversation will obviate this difficulty, as the work in one department will directly help each of the other two. Let the assigned lesson be short but very definite and tangible, making use of a form of sentence just explained in class, so that it can be strictly required of every pupil. For instance, instead of saying vaguely, "Be ready to answer any question on page —," say, "To-morrow you must be ready to tell three things that you can see in the room, three things that you can see in one of the pictures in this book (or on the wall), and three things that you can see out of the window." By constant repetition of certain forms with variation in the vocabulary, the dullest pupil will learn to express himself correctly, even though he knows nothing of grammar. *Grammar, as such, should not be taught until the beginning of the third year of English.* Before that time, the teacher should avoid the use of grammatical terms, not teaching even the parts of speech or the tenses by their names.

In "A Gateway into English for Chinese Students" an effort has been made to observe the principles of the law of review.

It has been demonstrated by careful experiments in pedagogy that after a lesson has once been thoroughly learned, three days is the longest interval that should be allowed to pass before a review of that lesson; that if the lesson is reviewed on the day after it has been taught, the results at the end of the

term's work are no better than when there has been an interval of three days before the first review. Of course, there is always room for a difference of opinion as to when a lesson has been *thoroughly* learned; but it seems reasonable to insist that at least two thirds of the pupils in a class should show that they grasp the essential points in a lesson before the next lesson is introduced. It may sometimes be necessary to spend two or three days on one lesson, or even a week, in special cases. The teacher should not scold the pupils for failure or tire them out by a repetition of the same lesson taught in the same way, but should see how skillful he can be in presenting in as many new ways as possible the idioms and words to be learned. Some of the games suggested will be a help in this.

The review to be given on the third day after a lesson has been mastered should not be announced beforehand; it is better that the pupils should hardly be conscious of the fact that they are having a review. The regular advance lesson should have been assigned, though perhaps a little shorter than usual. Before the recitation of this advance lesson, the teacher should ask a number of questions, the answers to which involve the use of all the principal words and forms in the lesson to be reviewed. Care should be taken, however, to present the review in an altogether different way from that in which the lesson was taught. It should be remembered that *any review is a test of the teacher's ability to teach, even more than it is a test of the pupils' ability to learn.*

As yet there have not been experiments enough in the science of teaching to determine the exact length of time that should intervene between the first and the second reviews, though many teachers think it should not be more than seven days. This second review may be announced, as it is rather more formal than the first. It may sometimes be a test somewhat like a spelling match. The teacher holds up one object after another, and each pupil in turn gives the English name for the object or uses that name in a sentence. Time may be saved by combining the first review of one lesson with the re-review of a much earlier lesson.

If more than half of the class fail in the reviews, *it is the teacher who fails, not the students.* The only thing to do is to go over the lesson patiently in as many new ways as possible, trying to find out from the pupils just where the difficulty lies.

Whenever there are two or more sounds, words, or grammatical forms liable to be confused, care should be taken to teach one thoroughly and then allow time enough for it to become a familiar part of the pupil's thought, before introducing another similar form or sound. When both have been thoroughly learned, the attention of the pupils should be called to the points of similarity and the difference between the two.

For example, in the early lessons in Part II, the phonograms *bl*, *cl*, *fl*, *gl*, and *pl* are introduced. As many Chinese students find it very difficult to distinguish between the sounds of these phonograms and the sounds of the corresponding phonograms *br*, *cr*, *fr*, *gr*, and *pr*, it is thought best not to introduce this second set of phonograms until considerably later in the course. An exception is made in the case of the familiar word " bring," an almost indispensable part of the student's early vocabulary. This is taught in Part I as a sight word and is not separated into the phonetic elements of which it is composed.

The past tense of the most familiar irregular verbs is taught before the introduction of the past tense formed by adding *ed*, so that the pupil will not be tempted to form the past tense of irregular verbs in this way.

The following are a few other examples of cases where confusion needs to be carefully avoided:

(*a*) The words " to," " too," " two."

(*b*) " Like " as a verb and as an adjective.

(*c*) The comparative and the superlative degree of adjectives.

(*d*) Adjectives, and adverbs formed from them, as " slow," " slowly."

(*e*) Interrogative pronouns and adverbs, and the same words used as relative pronouns and conjunctive adverbs.

(*f*) The different cases of the personal pronouns.

(*g*) The various tenses of verbs, especially the distinction between the past and perfect tenses. Each tense should be drilled upon for several weeks before another tense is introduced.

In the preparation of a book so condensed as this, much of the reviewing must be left for the teacher to work out for himself, especially as it is impossible to make allowance for vacations and the regular week-end holidays. In Part I an attempt has been made to review, as far as possible, each vocabulary and each grammatical construction, after an interval of three lessons;

but the re-review has been left to the individual teacher. In Part I the written work is used to reënforce the lesson it accompanies. In Part II, however, the written work is usually made the means of reviewing the reading lesson which precedes it by three days. At least once or twice a month the teacher should take an inventory of the vocabulary and constructions which have been taught and should test the class thoroughly to make sure that they have become a living part of each pupil's thought and speech. An interesting review of the vocabulary may be conducted somewhat like a spelling match or a " spell down." The teacher gives out the word in English, and the pupil responds with an English sentence containing that word.

Many conversation classes are so large that it is difficult to keep up the interest. In order to obtain the best results, a class ought not to contain more than fifteen or twenty pupils; but if the class is much larger than this, it may be taught quite effectively by being divided into two sections, so that one section can be doing the written work while the other section is having a drill in conversation. Twenty minutes of conversation for each section will give far better results than forty minutes spent in the attempt to sustain the interest of a large class.

The average pupil of thirteen or fourteen is not able to concentrate his attention for more than a few minutes at a time. Hence, the program must be constantly varied. Do not allow the class to drag; as soon as attention begins to lag, introduce action of some kind. At least once or twice during the day all the windows should be opened, and the whole class should have a few minutes of physical exercise. Do not be afraid of introducing something startling into the conversation now and then, or of letting the class have a good laugh. Make the most of every little incident that happens in the classroom or within sight of door or windows. As the class advances, talk about current events and little happenings in the community and school life. Even though this may necessitate the introduction of several rather difficult words, it will be easier for the pupils to remember these than easy words learned in the ordinary way.

A conversation class is more liable to drag than any other; hence, care should be taken to give this class one of the best periods in the day and a room that is bright, airy, and not too crowded.

The successful teacher of conversation does not sit at his desk and

mechanically read off questions from a book. He has made himself so familiar with his subject that he is able to converse naturally with his pupils. He himself is an animated personality and compels the interested attention of all his class, because they are eager to see what he is going to do next. By his sympathetic manner he encourages originality and leads the timid pupil to express himself. Though he insists upon exactness in every detail, he carefully chooses the easier questions for the dull pupil, gradually leading him to have faith in himself and persevere until he succeeds. By a sympathetic, painstaking use of these varied methods of teaching, a teacher of even ordinary ability may transform the conversation class — so long looked upon as a bugbear — into a means of securing that fellowship between teacher and pupil which is so essential in character-building.

THE BEGINNINGS OF ENGLISH IN A CHINESE CLASS

Suppose that you are standing before your class on the very first day of school. Let us hope that you are fortunate enough to have no students who have already studied a little English in irregular ways, and have acquired bad habits that they will have to unlearn. If there should be any such students or "drop-backs" from last year's class, it is much better to put them in a division by themselves, rather than let them spoil a class of eager beginners.

1. Conversation

Before attempting to train the eyes of your pupils, devote yourself to training their ears. To this end, there should be four weeks given up to nothing but conversation, before the pupils see a word written on the blackboard or look at an English book. When you begin to teach, hold up a picture of a man (the pictures and all objects shown should be large enough for every one in the class to see at once). Then say slowly and distinctly but naturally, "man." Call on each pupil to rise, one after the other, and say after you "man." Stand close to each one as he speaks, so that he can watch the way in which you use your lips, tongue, and teeth to form the sounds, and can imitate you exactly. Do not rest content until each pupil pronounces the word correctly. On no account translate the word, but let

the pupils think out the meaning for themselves. If you have one picture of a Chinese man, another of a western man, one of an old man, another of a young man, so much the better, as it will help the pupils to form a clearer idea of the general application of the word. Next take out a fan which you have up to this time kept out of sight. Hold it up before the class and say "fan." After each member of the class has learned to pronounce this word correctly, take out of its hiding-place a tin pan, or if you have not been able to get a real pan, hold up a picture of one that you have drawn, and say "pan."

Now take up in the same way the series "cat," "rat," "hat," illustrating each word with a picture, or, better still, with an object, either real or toy. The next thing is to present each of these six words in a sentence. Holding up the first picture, point to it and say slowly, "This is a man." When a number of pupils have said this correctly after you, point to a fan and say, "This is a fan." When eight or ten pupils have practiced on this, introduce one of the other objects, using the same general form but varying the monotony by changing the object every few minutes. Do not translate these expressions at all; if you are careful to point to each object as you speak, the idea will gradually be grasped without translation.

At the next lesson, either later on in the same day or on the following day, make sure that the form "This is a ——" is still clear in the minds of the pupils. Then, holding a fan in your hand, say, "I have a fan." Give the fan to one of the pupils and let him say, "I have a fan." Pass on the fan and the sentence to six or eight pupils in turn, being careful not to let any one say the words until the fan is actually in his hand, lest he should fail to grasp the main idea of what he is saying. After using this form with the words already taught, introduce some other words found in the phonetic series of Part I, pages 103–106.

When the form "I have ——" has been thoroughly learned, teach with objects the numerals from one to ten, taking care to add each day to the pupil's vocabulary a few of the most familiar nouns from the phonetic series of Part I. It will probably require several days to get these numerals firmly fixed in the pupils' minds. When every one is ready to say quite naturally, "I have five pens," "I have nine books," it is time to pass on to the next step — the parts of the body, found in the phonetic series and in the miscellaneous list of sight words given in Part I. If any of the pupils are enterprising

enough to ask for the English word for " mouth," " hair," or any of the other parts of the body not found in the vocabulary of Part I, do not hesitate to give them the word; but unless there are these special inquiries, it is better to keep to the carefully chosen list. Insist that each pupil point to that part of the body of which he is speaking; as, " I have two eyes," " This is my foot," " This is my nose."

In passing from " I have " to " you have " and " he has," great care should be taken to show the change of person. First take a cup in your hand and say, " I have a cup." Then pass it to the pupil to whom you are speaking and say, " You have a cup." Then passing it to another pupil, point to him but still look at the first pupil as you say, " He has a cup." If there is no woman or girl in the room, a picture of one with a cup should be shown. Considerable practice is needed in the distinction between the masculine and the feminine, as Chinese students so often confuse the pronouns. The matter of person is the most difficult one introduced so far and will doubtless require several days. It should be very firmly fixed in the minds of the pupils before any attempt is made to ask such questions as, " Have I a cup? "; it requires very clear thinking to be able to see the need for the change of person in the answer, " Yes, sir, you have a cup."

If questions are asked at the very outset, there is a tendency for the pupil to repeat the question vaguely after the teacher. If, however, the form suitable for the answer has already become a familiar part of the pupil's thought, it will be easy to get him to give the correct response to such questions as " What is this? " " What have you? " When first asking the question, " What is this? " be careful to point to an object as far from you as it is from the pupil addressed, so that it will be perfectly correct for him to reply, " This is a ——." When this form has been firmly fixed, it will not be difficult to show that when the same question, " What is this? " refers to something in the hand of the speaker or belonging to him, the reply should be, "That is a picture," or "That is your hand." After the numerals have been learned, the questions, " How many —— have you? " or " How many —— are there? " are easily understood and replied to.

" I can see a —— " is a very useful form, as it is easily understood and affords a good opportunity for reviewing the names of all the objects thus far learned. It will then be easy to use the same auxiliary with some of the

other verbs given in Lesson 11 and elsewhere in Part I; as, "I can walk," "I can read."

If more than forty or forty-five minutes can be given each day to English conversation, it is far better to divide it into two periods: one in the morning, and another in the afternoon; or one at the beginning of the half-day's work, and another at its close. In this way, both teacher and pupil will be kept from becoming fagged and listless.

The number of forms that can be learned in these first four weeks will naturally depend upon the length of these daily periods, the size and ability of the class, and the ability of the teacher. Do not be in a hurry to cover ground, but insist rather upon thoroughness. Make sure that every pupil understands clearly every form taught and pronounces every new word as correctly and as distinctly as you expect him to pronounce it when he graduates. Experience goes to show that in all probability he will pronounce a word at the end of his course just as he was allowed to pronounce it during this first term. Insist upon a distinct enunciation of the final consonants, especially *d*, *n*, *t*, and *ng*. There should be no running together of words such as is so customary in most of the Chinese dialects.

After four weeks devoted entirely to English conversation, there should be a period of three or four weeks of drill in phonetics before the pupils are allowed to read from the book. During this second preliminary period, however, half of the time should be given to conversation. This ear-training should be alternated with the training of eye and ear given in phonetics in such a way that neither will become tiresome. For the first four weeks, the words taught should be chosen, so far as possible, from the phonetic series of words in Part I. During this second preliminary period, the sight words in Part I, Set V, Division A, should also be generally introduced into the conversation, so that before they are presented to the eye in written or printed form, they will have become a part of the pupil's thinking vocabulary and will need no explanation.

2. Phonetics

In beginning the phonetic drill, go back to the first series of words taught. Hold up the picture of a man and ask the pupils for one word describing it. When the word has been spoken, write it in large letters on the black-

board; then point to it and have the whole class say after you in concert, "man." Now hold up a fan and then a pan, and get the pupils to name them. Write these words directly under "man" and then cover the *m*, *f*, and *p* with your book, to show the class that the endings of these words are exactly the same. Try to get some of the brightest pupils to think out for themselves the pronunciation of this ending, and then of the three initial sounds. Then write the three words already taught in such a way as to show the separation between initial and final sounds, as follows:

m-an man
f-an fan
p-an pan

Be careful to give the sounds of the letters, *not the names*. Do not allow the pupils to learn the names of the letters of the alphabet until at least two months later, when they should have become so familiar with the ordinary sounds of the letters that the sound, rather than the name, will suggest itself as soon as the letter is seen.

After writing the above series of words on the blackboard, get the pupils to spell them phonetically, pronouncing the initial and final sounds separately and then blending the sounds, as the word is usually pronounced. After a number of pupils, including a few from the duller half of the class, have thus recited, drill the whole class in concert, taking care that no lazy or dull pupil mispronounces the sounds.

Now take up the series "cat," "rat," "fat," "hat," showing pictures to illustrate and separating the written words into final and initial sounds as before. Individual and class drill should follow the introduction of each series. "See," "me," "bee," "he," is the next series to be presented.

As soon as a sound has been taught in several combinations, the pupils should be expected to recognize it at once whenever it occurs and give it the correct sound. For this purpose, the teacher should prepare sets of phonetic cards, each bearing on one side a letter in ordinary small print two or three inches high, and on the other side, the same letter in script of the same size. The letter on each side of the card should be marked with a diacritical mark to indicate the sound it is to represent. A letter or a combination of letters thus used to represent a certain fixed sound is known

as a phonogram. There should be a set of these cards for Part I and another set for Part II.

On pages 98, 99, and 100 the phonograms of Set I and Set II are given in full, with words to illustrate them. On pages 100 and 101, Set III and Set IV are given, but these are printed here mainly for the teacher to refer to, and should not be taught until the preparation for the second volume of this textbook is taken up. Set V, however, is essential for the study of Part I of Volume I. It consists of all the words used in Part I containing phonograms not yet taught. These words have to be presented as wholes since they cannot for the present be resolved into the sounds of which they are composed. The words in Set V are divided into two divisions: A, containing all the sight words that occur in the first sixteen lessons of Part I, and B, containing the sight words in the remainder of Part I. Before the pupils are allowed to have this reader or any other English book in their hands, they should be thoroughly familiar with all the phonograms given in Set I and all the series of words given under Part I, as well as all the sight words in Set V, Division A. The sight words in Division B may be gradually introduced in conversation while the pupils are studying the first half of Part I.

This constant drill on sight words and phonetics may at first seem like a great strain on the faith and patience of teacher and pupils. For instance, it may seem useless to spend time drilling on the exceedingly difficult phonogram *r* when pupils who can hardly pronounce it have no trouble whatever in saying *rat* and *run*. Do not forget, however, that this phonogram, when once thoroughly mastered, will obviate many future struggles with such words as *very* and *pray* as well as with words ending in *r*. With so much preliminary drill, progress will seem slow at first, but results will certainly be more satisfactory if the phonetics are given a fair trial. Care must be taken to keep the drill from becoming tiresome. One kind of drill should never last more than ten minutes — not more than five unless it is capable of considerable variation.

Whether a word is to be presented as a sight word, or is to be resolved into the phonograms of which it is composed, it should always have been previously introduced in an oral sentence and illustrated, so that the pupil will have at least one idea associated with it in his mind before he sees it in the written form. The written form should be presented as a whole and thoroughly

learned and associated with the idea of which it is a symbol, before it is divided into the phonetic parts of which it is composed. The consonant sounds should all be taught as initial sounds before the pupil is expected to recognize them as final sounds. When taught as final sounds, great care should be taken to see that they are enunciated very distinctly.

Doubtless the pupils will begin to ask impatiently, "When may we begin to read the book?" If the teacher replies, "You may begin it as soon as you can all pass an examination on the phonograms in Set I and the sight words in Set V, Division A," the class will get to work in earnest, and the brighter students will urge on the dull ones.

This preparatory work in conversation and phonetics may occupy even longer than eight weeks, but if it is properly done, the progress made by the pupils after the book has once been put into their hands will more than make up for the apparent delay. After seven weeks of such drill for an hour and a half a day, a class of by no means brilliant pupils easily read and understood more than fifty pages of a simple "first book" in the five weeks succeeding the drill. In reading, the students should not be allowed to translate at all; if the preparatory work has been thorough, they will be able to follow the meaning, and the teacher may bring it out by questions, suggestions, and illustrations, in simple English. Once in a while, if a sentence seems unusually difficult to explain, a pupil may be asked to translate it orally for the rest of the class.

If pupils do not give the right expression, the teacher may read a sentence or even the entire lesson. In no case, however, should the teacher read the lesson to the class at the beginning of a recitation, or as a means of helping pupils to prepare the lesson.

The use of phonetic cards makes possible more frequent, rapid, and interesting drills than could ever be given if one depended entirely on the blackboard, or on charts. It also saves the time of the teacher.

As soon as ten or twelve phonograms have been taught and the pupils have learned to recognize them whenever they see them written on the blackboard, the drill with the phonetic cards may begin. At first only the script side should be used; but when this has become familiar, the pupils should gradually be led to recognize the printed form also.

The teacher takes a set of cards in his hand and stands in front of the class,

where every pupil can see each card distinctly. He then calls on the pupils, one after the other in the order in which they are seated, to name the sound on the card presented. As soon as the sound is given correctly, the card is slipped back, and the next one in the pile is shown to the next pupil. If a pupil fails to give the right sound at once or even hesitates, the teacher instantly calls on another pupil seated in another part of the room or says "Any one," as a signal for volunteers. In this way the interest of the whole class will be kept up. This drill should gradually become more rapid until the teacher can "go round" a whole class in five minutes or less. When the pupils have become thoroughly familiar with the sounds, it will add value and interest to the drill if they are sometimes required to give not merely the sound of the phonogram presented, but also a word containing this sound.

Once or twice a month there should be an oral examination on the phonograms. Each pupil should be called to the desk and should be required to give the exact sound of every phonogram and sight word thus far taught, as the teacher rapidly shows him one after the other. Have ready a small blank sheet of paper bearing the pupil's name and write on it all the phonograms or sight words that he fails to pronounce exactly. Tell him that on a certain day, not more than a week later, there will be another opportunity for him to recite these sounds and that he must know them by that time. If possible, try to have a little special drill for the slower pupils, giving the brighter ones something else to keep them busy. It is interesting to note the relation between pronunciation and character; often a slovenly way of speaking is simply an indication of irresolution. Many a pupil who at first seems utterly incapable of producing certain sounds, pronounces them perfectly after the teacher has once roused his will power by telling him that he can and must give the exact sound.

Sometimes it is a good thing to have this examination in phonograms conducted by another teacher, preferably the head of the department or the principal of the school, provided he is thoroughly familiar with the phonetic system. If the teacher of the class is a Chinese, it is all the more important to have the examination conducted by a teacher whose mother tongue is English, as it is almost impossible for even a very clever teacher to detect without fail slight errors of pronunciation in an acquired language.

After the class has learned twenty or more sight words, a spirited review of these words may be conducted somewhat as follows:

Before class, write on the blackboard, not in columns but in hit or miss fashion, all the sight words, with a sprinkling of words that have been learned phonetically in series. Call to the front two of the brightest pupils and give to each a pointer or a long ruler. Then stand at the back of the room and pronounce at random the words on the blackboard, skipping about from one word to another. As a word is pronounced, each of the two pupils tries to find it on the blackboard, and the whole class watches eagerly to see which one will first point to the correct word. After three or four minutes, another pair of students should have a turn. See that the rivals are pretty evenly matched, and be sure to give the slower pupils their share of turns. This game may be used as a scheme for reviewing new words once or twice a week as long as it continues to be interesting.

In playing this game, in fact in all phonetic drill, it is difficult to keep young pupils from shouting out the sounds as soon as a phonogram or a word is presented to them. In learning the sounds, the pupils should be allowed to buzz them over very freely, even though this causes apparent disorder. How can they learn to make the correct sounds except by making them? In drill and in review, however, the class should be trained to stop this buzzing sound and keep absolute silence as soon as the teacher lifts his hand. It will require some strictness at first to see that when one pupil is reciting the others keep quiet and give him his opportunity.

During the first seven or eight weeks of English the time is devoted entirely to conversation, phonetics, the recognition of sight words, and the reading of sentences which the teacher writes on the blackboard, after having first taught them thoroughly in conversation. After the class has begun to read from the book, the daily drill in phonetics should still be kept up, though of course it need not take so large a proportion of the time. While the class is reading the first sixteen lessons in Part I, the sight words that occur in Lessons 17–32 should be gradually introduced in conversation and then made familiar in sentences written on the blackboard. At the same time there should be repeated drill on Set I of the phonograms and the series of words in Part I, especially those occurring in Lessons 17–32.

While the class is actually reading Lessons 17–32, preparation for Part II

should begin with drill on the phonograms in Set II and the series of words containing those phonograms. As the work progresses, it will not be necessary to teach the new sight words occurring in a lesson more than a day in advance of that lesson, as the reading matter itself will make plain the meaning of these words and will help to fix them in the memory.

In teaching the remainder of Part II, as well as Parts III and IV, Book Two, the same general plan should be followed, preparing for each half-term's work five or six weeks in advance and continuing the phonetic drills throughout the two years' course. As the phonetics in this course include practically all the sounds that occur in the English language, with the representations of those sounds given in Webster's Collegiate Dictionary, a student who has been thus thoroughly trained ought to be able in the third year to read almost any simple English book and to look up the pronunciation and meaning of words in the dictionary. During the third year "dictionary drills" should be introduced to test the pupil's speed in finding a word and his ability to understand the phonetic markings.

For the benefit of inexperienced teachers who may think it something of a problem to determine the right proportion of time to be given to each phase of the work, a tentative daily program is given in the Appendix.

Such a program will, obviously, need considerable adaptation to meet the needs of various classes. It is assumed that the class has already had the seven or eight weeks of preliminary drill required and has begun the reading of the book. An hour and three quarters is the length of time required for this program, including brief periods for physical drill and relaxation. It is hoped, however, that if translation is done away with, many schools will be able to afford more time for the work in beginning English. If part of the drill could be in the morning, and part in the afternoon, monotony would be avoided. Even one hour a day of English is worth while if it is thoroughly taught.

HINTS FOR TEACHING

Part I

It is assumed that the teacher has followed the suggestions in the preceding chapters and has already given the class seven or eight weeks of preliminary drill in phonetics and conversation, as well as considerable drill in reading sentences written on the blackboard. Before the pupils are allowed to have an English book in their hands, they should have had not only this drill but also considerable familiarity with the printed form of the phonograms and words as given on the back of the cards in Set I and in Set V, Division A. The reading lessons in the first half of Part I will then be sufficiently familiar to be read easily and naturally and will not seem like an exercise in picking out words. From the very beginning, a pupil should be trained to think out a whole sentence to himself, before he begins to read it; he may read slowly, if necessary, but he should never be allowed to halt for a word in the middle of a sentence.

In addition to this general preparation in phonetics and conversation, which throughout the course should keep ten or fifteen lessons ahead of the reading lesson, there should also be more specific preparation for each reading lesson three days before the lesson occurs. The suggestions given in the following notes may be used partly in the general preliminary work and partly in the more direct special preparation.

Lesson 1. So far as possible, bring to class the objects named in the lesson. If you cannot bring the real objects or toy objects, draw pictures of them or cut them out of newspapers or magazines and paste them on cardboard or paper muslin. A permanent collection of such pictures and objects is very useful to have in reviewing vocabularies and in furnishing themes for conversation later on. Keep them put away, and bring out only one at a time. Do not even let the class see an object at the beginning of the period, but produce it suddenly. Use the elements of surprise and also of curiosity to keep up the interest. The pictures should be large enough so that when held up by the teacher, they can be seen by all the members of the class; but even small pictures or blackboard sketches are much better than nothing at all.

If all the words and all the grammatical forms have been thoroughly taught, a new combination of these words and forms will be a welcome feature of the reading lesson. For example, in Lesson I, "The cat has a rat," need not be previously taught in conversation, as it will be readily understood, especially when accompanied by a picture.

Lesson 4. At least three days before teaching this lesson, prepare for it with "A Blindfold Game." Let one pupil come up front and stand facing the class. Hold up a picture of a hen or a toy hen and say, "What can you see?" After the pupil has replied, "I can see a hen," blindfold him or put the picture in the desk and then ask, "Can you see a hen now?" Repeat these forms of questions with different pupils, using all the objects for which the pupils have learned the English names. This game ought to fix the two forms, "I can see," and "I can not see," so that they will become part of each pupil's thinking vocabulary.

In blindfolding the eyes of the pupils, run no risk of spreading any eye trouble that may exist. Have ready a number of strips of muslin, so that a fresh one may be used for each pair of eyes. These strips may afterwards be boiled and used again.

Lesson 8. Game — "How many?" This game affords a good opportunity for a review of all the past work without letting the pupils feel that it is a review. In preparing for it, make a list of all the nouns taught thus far and try to have at least two or three of each of the objects named. The pupils themselves will gladly help in this preparation, if one object is definitely assigned to each pupil two or three days in advance. If it is not practicable to have the real objects or toy objects, have pictures of them; however crude they may be, they will serve the purpose and add to the interest. Try to have enough of these pictures or objects to distribute to at least half of the class and to give two or three of a kind to a few of the pupils.

Before beginning the game, divide the class into two divisions, either by allowing two leaders to "choose sides" or by some other method of division. It will save time if these divisions are kept permanent for a month, or at least for two weeks, as there are many such games to be played later on. Each student can remember his own place.

In Division A, distribute the objects to the students who have the odd numbers, and in Division B, to those with even numbers. The first pupil

in Division A then shows his object or objects and says to the one opposite him, " How many cups have I? "

After the first student in Division B has replied to this question, pupil No. 2 in Division B shows his object and asks a question of pupil No. 2 in Division A. When each pupil has thus had an opportunity either to ask a question or to answer one, the objects may be collected and distributed to those who replied to the questions. The game may then be played again if there is time.

If there are so many students that there are not objects enough for half of them, some of them may be given, instead of pictures, slips of paper on each of which is written the name of some feature or part of the body already learned. A student receiving such a paper would then ask, " How many ears have I? "

If the class is small, this game with the parts of the body may be played first, and the game with objects may be kept until a few days later, when a greater number of nouns have been learned.

Lesson 13. A Picture Game. This game furnishes an entertaining method of review. In preparation for it, make a list of all the nouns thus far taught and illustrate by means of pictures. These may be cut out of magazines or simply sketched in outline (see note on Lesson 1, Part I). The pupils may choose sides, and the pictures are to be distributed to the pupils of one side who bear the odd numbers and to those on the other side who bear the even numbers. The pupil who has a picture holds it up before the pupil opposite him and says, " What can you see in this picture? " or " Is this a picture of a cat? " Let the class have considerable practice on these questions with many variations for two or three days before the game. Then at the beginning of the game, write these two forms on the blackboard and drill the class in concert a few times. So far as possible, let each pupil decide for himself which form of question to use. If the pupil seems really too slow to repeat either form intelligently, let him simply ask, " What is this? " or " What can you see? " Insist, however, that the answer must be, " That is a picture of an ear," not " That is an ear " ; " I can see a picture of a cat," not " I can see a cat."

If there is time, collect the pictures and give them out again to those who answered the questions the first time.

Lesson 14. Daily greetings and all other expressions that are used in class every day should always be given in English and acted out in such a way that after a few days even the dullest pupil cannot fail to understand and respond to "Please close the door" and other similar expressions. The pupils should be taught to say "please" even to each other and to reply to a question asked by a teacher, "Yes, Mr. ——," or "No, Miss ——." Many teachers prefer to teach pupils to say, "Yes, sir," "No, sir," and "Good morning, sir." These forms follow the etiquette of an English classroom and have the great advantage of being always ready for use, without reference to the names of the individual teachers or of strangers.

Lesson 18. Use many sentences as examples to help the pupils to associate "hear" with "ear" so as to avoid confusing it with "here."

Lesson 19. The exercise for this day can hardly be called a game, as it is rather too difficult for pupils themselves to prepare. Let there be plenty of action in it, however. For instance, the teacher asks, "With what do you open your book?" The pupil of whom the question is asked at once opens his book and replies, "I hold my book with one hand and open it with the other hand."

If the question is, "Does —— —— write those words with a pen?" the student whose name is mentioned at once begins to write, while the one addressed replies, "No, sir, —— —— writes those words with his pencil." Other sentences that may serve as suggestions are as follows:

With what does a deer run?
With what does —— —— walk?
With what do you look at pictures?
With what do I take my book out of the desk?
With what do you close the window?
With what do you wash your face?
Do you write with both hands?

Lesson 20. Use this reading lesson afterwards as a dialogue with action. Explain the idiom, "take your seat."

Lesson 21. A Blindman's Game. Blindfold one of the pupils. Let the others form a circle around him and go round and round until the "blindman" in the center raps on the floor with his cane, when everyone must stop and

stand perfectly still. The " blindman " then points with his cane to one of the pupils, who must at once take hold of the other end of the cane and reply to each of the three questions asked by the " blindman." All the questions and answers must be in English and may be somewhat as follows:

" Are you a man? "
" No, I am not a man; I am a boy."
" Are you tall? "
" Yes, I am very tall."
" Where do you live? "
" I live on the hill."
" Is there anything in your hand? "
" Yes, there is a pencil in my hand."

After three questions and answers, the blindman must guess the name of the one who gives the answers. He may have three guesses, and then if he still fails he must be " it " again. If he succeeds in guessing correctly, the pupil whose name is guessed must be " it " and take his turn as " blindman."

It will add greatly to the interest of the class if the pupil who is giving the answers changes his voice and pretends to be some one else. Explain that if fictitious answers are given in a game like this, there is no sin against the law of truth.

This game will need to be carefully prepared for. The day before assigning the lesson, explain to the pupils the plan of the game and write on the blackboard six or eight questions suitable for the " blindman " to ask. Good suggestions for these questions may be found in Lessons 15, 17, and 18. Then let different members of the class suggest a suitable answer to each question and write down the suggested answer opposite each question. Drill the pupils on questions and answers and tell them that each one must be ready next day to respond to any question that is asked him, as well as to ask three questions. Encourage originality in the answers.

Lesson 23. Explain carefully the difference between the Chinese way and the English way of answering the questions, " How many sisters have I? " " How many brothers have I? "

Lesson 25. Game — " What are you doing? " The day before this game is to be played, a list should be made of all the verbs in the vocabulary of the

pupils up to this time, especially those in Lesson 11. If there is time it would be a good plan to get the pupils to help make out this list by glancing rapidly through the lessons and selecting all the action-words studied thus far. As the pupils pick out the words, write them rapidly on the blackboard, suggesting any that are being overlooked. Write only the simple present form of the verbs and do not call them verbs, but "action-words." See that each pupil copies the list. Then tell the class that next day each one is to come prepared to act out one of the action-words and to guess the words acted out by the others. Tell them that each pupil is to be an actor and must try to make what he does interesting and different from what the others do. To this end he may eat, drink, run, or do anything he wishes, and may bring to school any food or toy which he needs for this; but he must not tell any one what he is going to do. This very secrecy and the fact that the usual rules of order for the classroom are suspended will add zest to the preparation. When the time comes for the game, divide pupils into Divisions A and B. (See note on Lesson 8.) Pupil No. 1 in Division A then takes a cake out of his pocket and begins to eat it. No. 1 in Division B, directly opposite him, asks, " What are you doing? " to which the actor must reply at once, " I am eating a cake." Pupil No. 2 in Division B then does the acting, and Pupil No. 2 in Division A asks the question. If the time permits, there should be another turn, giving those who have been asking questions an opportunity to be actors.

If a pupil is not prepared to act or to tell what he is doing, he should be obliged to sit down at once.

Lesson 27. Select two pupils for each sentence; one to give the command, one to obey it. Each command should be obeyed *exactly*.

Lesson 30. Telling and Doing. Three days before assigning this lesson, give the class a thorough drill in understanding and *obeying exactly* any command or request that you may give. This will afford a good opportunity to review vocabulary and constructions, especially the use of the various prepositions. Refer to the list of action-words made for Lesson 25, after having added to it any other suitable verbs found in Lessons 26–29.

Show the pupils when " please " is necessary and when it need not be used. There is a tendency to say, " Please you open the door." Explain that when

giving a command or request, "you" is never expressed, though always implied.

The day before this game is to be played, tell the pupils that their work in preparation for the next day will be the thinking out of six or eight commands or requests; it is necessary to have a number of these ready, as no pupil should ever be allowed to give a sentence like what has already been given.

When the time comes for the game to be played, the teacher starts it by giving out a command or request to be obeyed by one of the brighter pupils. If the pupil succeeds in understanding and obeying this exactly, he is entitled to give a command to any one else whom he may choose. If any one obeys, he may command; if not, the opportunity is passed on to another.

As soon as a pupil has obeyed and commanded some one else, he takes his place in a line of honor pupils standing at one side of the room, so that he will not be asked again and again. Those who fail may be called on a second time, unless the class is too large to admit of this. Those who fail a second time should be ruled out of the game, and should sit or stand by themselves. This game may be used very aptly to impress upon the class the old truth that only those who have learned to obey are worthy to command others.

After the positive commands and requests have been thoroughly taught, the negative form "do not" should be introduced and taught in the same way.

Part II

Lesson 1. Teach with many examples the two chief uses of the suffix "er." Use many illustrations to bring out clearly the distinction in the use of "bring" and "take."

Lesson 2. Explain the idiomatic use of "keep" in this lesson.

Lesson 3. Game — "What time is it?" In teaching the pupils to tell time, it will be found very helpful to have a large pasteboard clock with wire hands that can easily be moved to indicate any time of day. A clock of this kind may be purchased from a kindergarten supply firm, or may be made by the teacher himself out of an old box top and some pieces of wire. For this game it will be a great advantage to have two such clocks, one for

each side. The game should not be played until the pupils are thoroughly familiar with the clock and can tell the hour, the half hour, and the quarter hour readily. Telling time to the exact minute should be deferred until a later lesson when the necessary terms have been learned. Then the game may be played with renewed interest.

Let the class select two leaders who are to choose sides. Then let pupil No. 1 in Division A turn the hands of the clock to any hour that he wishes and hold it up as he says to pupil No. 1 in Division B, " What time is it? " When this question has been answered, pupil No. 2 in Division B fixes the hands of his clock and holds it up asking No. 2 in Division A, " What time is it? " and so on through the game. If a pupil fails to reply correctly, he is asked to sit down, and the question is passed on to the pupil next in order on the other side. If the question is not answered on that side, it goes back to the side on which it started, and so on from side to side until it is answered correctly. At the close of the game, the side having the greater number of pupils left standing is declared to be the winning side.

If it is impossible to procure a pasteboard clock, draw a clock face on the blackboard and let the pupils indicate the time by drawing the hands.

Lesson 5. Distinguish carefully between the use of " when " in the clause, " when the west wind blows up the river," and "when " as used in asking questions.

Lesson 7. Prepare for this lesson several days beforehand by considerable drill on the use of "shall" and "will." Explain that in reply to the questions "Shall we?" "Shall you?" the answers should be, "We shall," "I shall," but that "will" should be used in reply to all questions containing "will."

Lesson 10. In assigning this lesson, tell the students that each one must think out a complete answer to each question and be ready to give it in class as soon as a pupil asks him the question. Three days after this lesson has been thoroughly taught, review it in the following way. Before coming to class prepare a list of all the adjectives thus far taught. Write them on the blackboard and get the students to give the comparative form of each. Write these on the blackboard as they are given. Then tell the students that each one is to bring two objects to class the next day and have ready a question comparing the two. For example, " Is this pencil larger than that one? " It will add to the interest of the lesson if the pupils are allowed to

take sides. If a previous suggestion has been followed, the class will have already been divided into two sides, so extra time need not be consumed.

Lesson 11. Up to this time "who" has been used only in asking questions. Explain carefully, with many illustrations, the use as a relative.

Lesson 13. Three days after teaching "The Diary" (Written work, Lesson 12), review it as follows. Tell the students that each one is to refer to the diary that he wrote in his notebook and learn it so carefully before coming to class that he can tell without hesitating what he did on each day of the week. Then in class let one pupil say to another, "Last Saturday afternoon I went to the park. What did you do?" or "Friday afternoon all the boys played ball. What did you do?"

In playing this game sides may be taken as usual, or one pupil may call on another, who replies and then in turn asks a third pupil, and so on. If this game is properly prepared for and well carried out, it will help the pupils to get a free use of the past tense.

Lesson 14. Explain carefully with illustrations the difference between "family" in this sense and in the sense of a family of kittens.

Lesson 15. A Contest. It will be a great help to the students in learning comparatives and superlatives in a way they can never forget, if at this time a contest is introduced. Have, for instance, a race in which several students take part. While they are actually running, ask one of the on-lookers, "Is —— —— running faster than —— —— ?" To this the reply may be, "No, he is not running faster than —— ——, but he is running much faster than —— ——." Then comes the question, "Who is running fastest of all?" or "Who is the best runner of all?"

After the race is over, the same questions or similar ones should be asked in the past tense. The race is practicable only if the class can be taken out of doors, but there are various other contests that can be adapted for use in the classroom.

Following is a list of suggested contests from which the teacher may choose those most suited to his own pupils, according to their age and sex and various conditions. Before coming to class he should think out carefully just what questions he is going to ask, adapting them to the different contests, and varying them, of course, according to circumstances.

1. A Race — to see who can run the fastest.
2. Two Jumping Contests — to see who can jump the highest and the farthest.
3. A Kicking Contest — to see who can kick the shuttlecock the highest.
4. A Drawing Contest — to see who can draw the finest pictures.
5. A Singing Contest — to see who can sing the best song.
6. A Speaking Contest — to see who can speak the plainest English. Give the students beforehand a few lines of English verse or prose to commit to memory and recite for this occasion.

At the beginning of Part III, when "as . . . as" and adverbs with their comparatives and superlatives have been thoroughly mastered, it would be interesting and helpful to have another contest of this kind.

Lesson 18. In this lesson, as in other dialogues, it will add interest to the reading, if at the outset the members of the class are told to be on the lookout for the most spirited readers. If the class is too large for each pupil to have a part and carry it all the way through, let the parts be changed after the purchasers reach the shop. At the close of the reading lesson, when the whole dialogue has been read through at least two or three times, let the class choose the four best readers. Then arrange with these four that on the third day after the reading of this lesson, they are to bring pieces of cloth and a few other things to suggest a shop and arrange a miniature shop in the front of the classroom, so that the dialogue may be acted out. It is not necessary for the speakers to commit the parts to memory, but they can easily become so familiar with the words as to read them in easy conversational style and act out the parts as they read; better still, they may talk offhand, without following the exact words of the book.

Later on, it may be found interesting to have another shopping game. Several of the pupils could be asked to arrange fruit and vegetable stalls, and then the other pupils could take turns in buying things. The Chinese have remarkable dramatic ability and can easily work out these ideas with a few suggestions from the teacher.

Lesson 19. This lesson gives a good opportunity for a review without making the pupils realize very keenly that it is a review. Before coming to class, the teacher should prepare a list of at least a hundred and ten of the most unfamiliar words thus far taught in Part II. The questions given here

are a mere suggestion of the many other questions that are to be asked under the direction of the teacher. Each one of the review words should be called for and pronounced distinctly.

If the students do not seem to be thoroughly familiar with the ordinal numbers, they should be drilled on them in the same way three days later, but with an entirely different list of review words, unless the list given on the first day proves to be quite unfamiliar.

Lesson 20. The day before this game is to be played, tell all the pupils to stand in line, and number them in order. Then tell each student to remember his number and bring it to class next day printed on a piece of paper in figures large enough to be seen across the room. Tell each one to come prepared also to act out some action-word that he has already learned. In order to give the greatest variety, tell the pupils that they may feel perfectly free to bring to class anything they wish to help them in acting out the verb.

At the beginning of the game, the students should again stand in line in the same order, with their numbers pinned to their coats. The teacher calls " Number 17," and the seventeenth boy at once steps out of the line, takes a picture out of his pocket, and begins to look at it. Then the teacher calls on another pupil and says, " What is the seventeenth boy doing? " To this comes the reply, " The seventeenth boy is looking at a picture." After the twenty-first boy has acted his part, the teacher asks, " What was the twenty-first boy doing a minute ago? " The reply is, " A minute ago the twenty-first boy was sitting on the window-sill." If time permits, the teacher may make sure that the students are thoroughly familiar with the ordinals by going through the line rapidly but not in order, saying, " What is the name of the eleventh boy? " " What is the surname of the twenty-third boy? " etc.

Lesson 22. Bring to class an English calendar, with figures large enough to be seen from any point in the room. Better still is a calendar showing the dates according to western reckoning and the dates according to Chinese reckoning arranged in parallel columns. From this time on, the students should be required every day to state, not merely the day of the week, but also the day of the month according to both the Chinese and the western calendar.

Lesson 25. The pupils should read this dialogue over in class several

times the day before they attempt to act it out with the table, dishes, etc. The members of the class should then choose the three best readers to take the parts of the two brothers and their servant (see note on Lesson 18, Part II). It will be worth all the trouble it takes to set a table in true western style, if in this way the pupils can be taught the simplest rules of western table etiquette. A man who speaks English is expected to know how to mingle socially with English-speaking people, and it is not fair to him to allow him to grow up without a knowledge of ordinary western etiquette.

In reading or reciting this lesson do not let the pupils read the figures or any of the words in parentheses.

Call the attention of the pupils to the distinction shown in this lesson in the use of "like" and "wish." The older brother says "like," because he has often eaten jam and knows he enjoys it. But "wish" is the word to use in regard to anything which one is about to do or hopes to do.

THE TWO-FOLD USE OF WRITTEN WORK

Throughout this book all the sentences given under the head of Written Work are intended to be used in two ways:

a. To teach the pupil, from the very beginning, to express his thoughts in correct written form.

b. To suggest to the teacher the most important idioms or inflected forms in the order in which they should be presented in teaching easy conversation.

The secondary use, while less obvious than the first, is really the more essential of the two. The teacher should keep looking ahead and should prepare for each exercise by at least twenty minutes of oral drill three days in advance. During the two days succeeding this first drill, let him ask questions involving the use of the given form, until he is sure that even the dullest pupil understands it. The sentences given in the oral drill should not be exactly like those in the exercises but should emphasize the same idiom or inflected form in many different ways. Then when the written exercise is given, the teacher should regard it in the light of an examination, not for the pupils but for himself. If the sentences of two thirds of the class show that they really get the point that has been drilled upon, he may feel encouraged and go on to the preparation for the next exercise. If,

however, more than half of the class fail on the written work, he should patiently renew his explanations and give oral drill on the same point for two or three more days before again presenting the exercise. He should not scold the pupils or make them think that they have failed. Let him remember that if the written work is attempted before the pupil has clearly in mind what he ought to write, the act of writing will only serve to perpetuate the error or confusion that is in his mind; on the other hand, if the correct form has really been mastered, writing it out will just as surely aid in impressing this upon the memory.

It is important that every pupil should have a notebook substantial enough and large enough to last through at least one term. In using the notebook, let the teacher insist that the pupils leave a blank page opposite each exercise. Then, after he has corrected the notebooks and is about to hand them back, let him ask the pupil who had the best sentences to copy his sentences on the blackboard. The teacher should correct any slight errors there may be in these sentences and also should call especial attention to the points in regard to which mistakes have been most frequently made, in each case explaining the correct form. Each pupil in the class should then be asked to copy the correct form of the sentences into his notebook, on the page opposite the sentences originally written by him. The very fact that the eye can glance easily from the mistakes of Sentence 1 to Sentence 1 in its correct form directly opposite, will make for efficiency.

It would be a waste of time and energy to require pupils whose sentences were perfect the first time to copy them. In order to avoid this, and as an additional incentive to precision in sentence-writing, the teacher might read out a list of those whose sentences were perfect. This group of pupils might be asked to sit in one part of the room, where some special sentences have been placed on the blackboard for them to write while the rest of the class are copying. The teacher should explain that through this additional work a student gets far more out of the course than if he has to spend time doing work over.

Even in giving out the sentences for the first time, the teacher should always compose a few additional sentences to illustrate still further the points to be drilled upon. One, at least, of these sentences should be required of all the pupils in order to make sure that they do not prepare the lesson by

getting some one to write out the sentences for them to copy or memorize. The only preparation needed is the oral drill given by the teacher, and the students ought not to be aware that they are being prepared for written work. They should never feel that the written exercises are an examination or that the oral work is simply a means to an end.

The teacher should not give an oral drill in preparation for a written lesson on the day when the sentences are to be written. If there is time for oral work on that day, it should be after the sentences have been written and should take up new work..

At the close of the period given to the written work, the notebooks should be collected, promptly corrected by the teacher, and, if possible, returned to the students for the rewriting of the exercises on the following day. Notebooks should always be kept by the teacher except when the pupils are actually writing in them. A few days before the review, which should be given once a month, the notebooks should be returned to the pupils, in order that each pupil may go over by himself the points in which he failed at first.

It is not supposed that this written work will furnish sufficient practice in penmanship for a student who is only beginning to write English. In addition there should, of course, be daily exercises in penmanship.

NOTES ON WRITTEN WORK

Part I

In teaching the written work in Part I, let each pupil copy neatly on the left-hand page of his notebook all the sentences in a given exercise, leaving blank spaces as in the copy. Everything except notebooks and pencils should then be put away. The words from which the pupil is to choose what to write in the blank spaces should be written on the blackboard, and the pupils should be given time to decide which word in the list ought to be used to fill out each blank. Gradually get the class to make this choice more and more rapidly, as the habit of quick yet exact judgment is essential.

Lesson 1. a, an.

Lesson 2. one, two, three, four, no.

If possible, have a picture of a man with eggs; or, if he has no eggs, the pupils may write, " The man has no eggs." Let them think this out for themselves. In this lesson and elsewhere as opportunity occurs, call attention to the distinction between " a " and " the." Show the pupils that " a rat " may mean any rat in the world, while " the man " refers to the particular man in the picture.

Lesson 3. has, have.

Lesson 4. a, an, has, have.

Before the pupils begin to write these sentences, pin up on the wall or draw on the blackboard a large picture of a face; then pin over it a sheet of paper, so as to cover all but one ear; then cover all but the nose. Or pictures of a nose and an ear may be drawn on the blackboard. Practice with these pictures orally for several days before assigning this written exercise.

Lesson 5. cat, rat, eggs, fans, eyes, ears, many.

Lesson 6. Write on the blackboard the names of several men and boys, without distinguishing them. These names should be familiar to the pupils, so that they can think out for themselves whether the word " man " or " boy " is the appropriate term to be applied.

Have pictures or objects to illustrate Sentences 3 and 4, but instead of having only two or three words to choose from in filling out these blanks, write on the blackboard a list of all the nouns studied thus far, so that the pupils may go through the list carefully in order to choose the right word for each object shown. This will help them to avoid mistakes in spelling.

Lesson 7. any, some.

Before asking the pupils to fill out these blanks, give them practice enough in conversation to make sure that they thoroughly understand the distinction between these two words, which are so often confused by Chinese students of English. Teach them that " any " is a word used in asking questions and in giving a reply where " not " is used, but that " some " is the word to be used in giving an affirmative reply.

Lesson 9. The day before assigning these review sentences, give the class a very thorough drill on the constructions involved in this lesson. Then when these sentences are to be written, let them be a real test of the pupil's power to think things out for himself. Do not write any words on the blackboard, but make sure that the spelling of the words needed to fill these

blanks has been reviewed a short time before the pupils are asked to write this exercise.

Lesson 10. his, her, my, your.

By the use of many illustrations, try to fix firmly in the minds of the pupils the correct possessive adjectives to go with each one of the personal pronouns. If this preparatory work is begun several days beforehand, these sentences will not be too difficult.

Lesson 11. stand, open, walk, sit, like, close, read, lay.
stands, opens, walks, sits, likes, closes, reads, lays.

The chief point in this lesson is the addition of *s* to the simple form in forming the third person singular number of the verb. This point, so often overlooked by Chinese students, should be brought out very clearly at the very beginning and insisted on ever after. It will be observed that eight verbs have been given, from which the pupils may choose six to fill the blanks. This is to give them a little better opportunity for individual choice and also to test their powers of thinking.

Lesson 12. to look at, to read, to eat.

Lesson 14. Do, Does.

Show that this distinction between the third person singular and the other forms of the verb is the same as that made in Lesson 11, except that here it is used in asking questions.

Lesson 15. If the pupils do not know how to write their own names correctly in Romanized form, this is a good opportunity to teach them. Do not allow them to fill out the blanks with Chinese characters.

Lesson 16. is, are.

Lesson 17. Tell the pupils that the vocabulary of the lesson contains the words needed to fill out the blanks in the first two sentences and that they must think them out for themselves. In fact, from this lesson on through the remainder of Part I, the pupils should be able to fill out the blanks without having any suggested words on the blackboard. At first they may have some difficulty with the spelling, but that can soon be remedied by preparatory drill on the part of the teacher. If the pupils do not know how to spell the numerals, they may find them in the vocabularies of Lessons 2 and 23. In the remainder of the written work, most of the words needed are so obvious that unless special instruction is necessary, no notes will be made on the lessons.

Lesson 22. flying, taking, building, sitting, using.

Call the attention of the students to the fact that they must not use "is" with the verb, unless "-ing" is added to give the progressive meaning.

Lesson 24. To be filled with the names of students in the class.

Sentences 3, 4, and 5 — near, far.

Lesson 26. boat, ship, likes, sand.

In Sentences 3 and 4, some of the pupils will probably write "draw a map," others "row a boat"; either one is correct.

Lesson 27. under, in, on, out of, off.

Prepositions are very difficult to use correctly and need a great deal of practice. Be sure to illustrate the first two sentences by placing a boy's cap on or under his desk and by showing a fan in a box. There should be a great deal of previous preparation on "take off," "put on," and "take out of."

Lesson 28. too, two, to.

It may help the pupils to remember the distinction in the use and spelling of these three words, if the teacher explains that since "to" and "too" are pronounced exactly alike, the second "o" in "too" is superfluous, which is exactly in accord with its meaning in such expressions as "too much," "too many," "too long." Call attention to the fact that the "w" in "two" has two little points or legs on which to stand. This method, though artificial, may help the pupils to remember that the "two" containing the two-legged "w" stands for number two.

Lesson 29. English, Chinese.

Call the attention of the pupils to the fact that proper nouns and adjectives must begin with capital letters. If this is insisted upon at the very first, it need not be a stumbling-block later on.

Lesson 31. up, in, on, under, with.

Another lesson on prepositions. Be sure to illustrate it with objects. Before taking up this lesson at all, review orally the written work in Lesson 27, with many other similar sentences illustrating the use of these prepositions. This should be all the help the students require, so do not write on the blackboard the words needed to fill the blanks.

Lesson 32. can, may, must, will, do.

Call attention to the fact that all these auxiliary verbs are words used to

help express the meaning of other verbs and are not used alone, except when some other verb is understood with them, as "May I go out?" "Yes, you may." Never allow a pupil to ask, "Can I go out?" but distinguish carefully between the use of "can" and "may."

There is a tendency on the part of Chinese students of English to use "to" after some of these auxiliary verbs, especially after "will," which is confused with "wish." Distinguish carefully between these two verbs and show that a *helping* verb is really part of the verb which it helps and does not need to be joined to it with "to," as do such verbs as "like," "wish" and "want."

After these auxiliary verbs have been thoroughly taught, try to bring them into the daily conversation as often as possible, as considerable practice in their use is necessary.

Part II

In Part II pupils are expected to be able not only to fill out blanks, but also to formulate answers to questions. Show how the very form of a question usually gives the clue to the answer, though the order of the words must be changed. Even in the oral work, require a complete answer to every question for the sake of the drill it gives. If carried too far, this tends to make one's conversation stilted; so by the time pupils have reached the beginning of Part IV, Book Two, they should be encouraged to give abbreviated answers and to use contractions. Before learning to abbreviate, however, it is important for them to know what they are abbreviating. There are a few exercises in Part II where blanks are to be filled out, but the words to be used in filling them need not be written on the blackboard, as by this time the pupil ought to be able to think things out for himself.

Try in every case to make the facts correspond to what is written in the sentences. For instance, in Lesson 4, actually put something into your desk, and later on take it out. Put something on the floor under the seat of one pupil, and see that other conditions are fully met. Where blanks are left for names, fill them out with the names of students in the class. Wherever the sentences are not appropriate, adapt them.

Lesson 5. Use many questions and answers to show the difference between "come" and "go."

Lesson 7. Before assigning this exercise, use many illustrations to explain

that the auxiliary used in these questions should be the same as that expected in the answer. Bring out clearly the fact that all the sentences in this exercise, as well as in the written work, express simple futurity. Do not attempt to teach the use of "shall" and "will" to express determination, until the second year of work.

Lesson 9. The purpose of this lesson is to teach the pupil how to use each form of the personal pronouns in the right case. Do not distinguish the cases by name, but illustrate with many sentences the way in which the various forms are used. This is not easy, but after several days of practice the pupil ought to be able to fill out the blanks correctly. The key to the filling out of these blanks is as follows:

1. my — them.
2. her — she — them — they — her.
3. his — he — them — they — him.
4. we — our — our — us.

Do not write these pronouns in this order, however, but instead write on the blackboard beforehand a table of the inflected forms of the pronouns in logical order, as I — my — me. If possible, get the pupils to fill out the blanks without having anything on the blackboard at the time.

Lesson 22. After a few days of practice in seeing how an adjective is derived from another word by adding *ful*, pupils ought to be able to fill out these blanks without any difficulty whatever. In introducing this, it would be well to show the class a cupful of water, a spoonful of tea. From these illustrations it will be easy to show them that a skillful workman is one who is full of skill.

Write on the blackboard the words "useful," "thankful," "helpful," and tell the pupils to write sentences of their own containing these words.

Lesson 23. The formation of adverbs from many adjectives by adding *ly* is so simple that it can readily be learned from the beginning, with a few days of practice. Do not let the pupils think, however, that an adverb can be formed in this way from every adjective. In addition to the sentences here given, ask the pupils to make sentences containing "quickly," "slowly," "busily."

Lesson 24. Do not allow the pupils to reply, as they frequently do, "This

is the Chinese February," or "This is the Chinese December." In referring to the Chinese calendar, they should say, "This is the second month of the Chinese year," or "This is the twelfth month of the Chinese year."

The sentences in this exercise, however, are intended to be answered according to the western calendar. Drill carefully on the names of months and seasons to avoid errors in spelling from the first.

SPELLING AND DICTATION

Spelling

Outside of school, the average person rarely uses his ability to spell except when he is writing a letter or some other form of composition. It seems reasonable, therefore, to begin the teaching of spelling by getting each pupil to write simple words from memory, and, as soon as possible, to start writing sentences.

It is not worth while to attempt anything in the way of spelling until after the first few weeks of preliminary drill, when the class has already begun to use the reader. If, however, at that time the writing of words in series is taken up regularly, it will be a very interesting way of reviewing the phonograms already learned.

To begin with, tell the pupils to prepare paper and pencils, but not to put anything except their names on the papers until they are told to write. Now write on the blackboard the familiar word "at" and ask one of the pupils to pronounce it. Then ask the pupils to close their eyes and try to see a mental picture of the form of the word. After the pupils have opened their eyes and have again looked at the word, erase it from the blackboard and then ask them to write it from memory on their papers. If the class is not too large, pass quickly around to make sure that each one has this first word written correctly. The next word in the series is not written on the blackboard at all. Tell the pupils to listen very attentively and to be ready to write the word you are about to pronounce beneath "at"; then pronounce very slowly and distinctly the word "cat." After this has been written down, give the words "fat," "hat," "rat," and "that," in the order in which they stand.

On pages 103 to 112 will be found a list of words in Part I and Part II arranged in series, in the approximate order in which they should

be taught. Not more than one long series or two short series should be presented in one day. The pupils should never be asked to spell a word unless they are already familiar with its sound and its meaning. Whenever there is a double letter or a silent letter in the first word of the series, that fact should be noted before the other words are pronounced, and the pupils must be led to expect the same sound whenever they see the same combination of letters. Examples of this are "ill," "eat," "day," "coat." There should be no diacritical marks, however, on the first word or on any other words in the series.

Oral spelling should not be introduced at all during this stage of the work. After these words in series have been thoroughly taught, great care should be taken to show the students that each series is a family; therefore the different members look alike and sound alike; but that one must not expect all words that sound alike to be spelled alike, as "here" and "dear" or "deer" (compare also "bird" and "word"). Neither must one expect all words that are spelled alike to be pronounced alike, as "come" and "home." Before these comparisons are made, however, the teacher must be sure that the pupil has mastered separately the spelling of each of these words so similar either in appearance or in sound. In order to avoid confusion, it is best to allow an interval of several days to elapse between the spelling drills on two similar words.

When all the different series of words in Part I (pp. 103–107) have been learned and frequently drilled upon, the class should take up the study of the miscellaneous lists of sight words not included in the series (pp. 101 and 102). In teaching these miscellaneous words, as well as in all spelling lessons taught hereafter, the so-called class study method of preparation should be used. There are many variations of this method; the one given in the Appendix has proved helpful, and is less cumbersome than it may at first seem.

In the list of sight words the words needed in filling out the blanks in the latter half of the written lessons given in Part I are marked with an asterisk (*). For these lessons the words to be used are not placed on the blackboard; hence it is important that the words thus marked should be taught before any of the other sight words.

Sentence Dictation

Soon after the work of the second year has begun, the pupils should be required to write whole sentences simply from hearing them read by the teacher. Do not allow the pupils to touch pencils to paper until after you have finished reading the entire sentence. This will require strict discipline, but if it is insisted on, it will be a great help to the students in getting the complete sentence in mind, instead of writing down word by word and syllable by syllable. While the pupils wait with poised pencils, read the sentence from beginning to end slowly and distinctly, yet connectedly; then, as they begin to write, read it again still more slowly, pausing between phrases if it is a long sentence. Do not repeat words at the request of individual students, as this only encourages habits of inattention. Ordinarily two or three readings of a sentence should be sufficient, especially if at the close of the dictation period, all the sentences dictated should be read through once more, while each pupil examines his own work to make sure that no words have been omitted.

At first the sentences dictated should be very simple and should contain only those words with which the class is already very familiar. The capital letter at the beginning of the sentence and the period at the close should be carefully insisted upon. A little later the use of the interrogation point may be introduced, and the use of capital letters in writing the names of people and places. After a few weeks the class should be able to take short paragraphs chosen from reading lessons already taught. If these paragraphs are very difficult, they should be assigned beforehand, though the class should occasionally be tested without having had preparation. In dictating an assigned lesson, be sure to vary it somewhat, changing the order of words and phrases a little, so that no pupil can rely on committing to memory the paragraph as it stands in the book.

Toward the close of Part II the pupils should learn to write from hearing paragraphs containing simple quotations. It will not be difficult for them to learn the use of quotation marks if they are taught to ask themselves, "What is the first word he said?" and "What is the last word he said?" and then to place the quotation marks *outside* of these first and last words. They will readily learn that a quotation must begin with a capital letter

and that, whether it comes at the beginning of the main sentence or at the end, it should be separated from the rest of the sentence by a comma. Dictation is of great value in helping a pupil later on to give correct form to the written expression of his own thoughts.

STORY-TELLING

Every one loves a story, yet not every good teacher is a natural story-teller. Still, with careful preparation and practice one may acquire the art. If you feel that it is impossible for you to tell a story, begin by reading to the class a short story containing plenty of animated conversation. Before coming to class, read the story to yourself a number of times until you are so familiar with it that you can look at the class frequently as you read and can occasionally act out what you are reading. After you have thus read to the class a few times, you will doubtless be able to tell the stories. Unless a story is poorly told, it always holds the attention better than one that is read. Moreover, in telling a story the teacher has the advantage of being able to adapt it so that it will contain very few new words or unfamiliar constructions. Some stories may be adapted to emphasize the use of certain constructions, which will be much better remembered if thus associated with something which cannot easily be forgotten.

The chief purpose in telling stories in class, however, should be to train the pupils to grasp, simply from hearing, the main thread of the story, and to reproduce it orally in their own language without ever having seen it in printed or written form. Be careful to choose stories from books inaccessible to the class, and call on a pupil to tell what he can of the story as soon as you have finished telling it, so that there may be no mere memorizing. At first the pupils may insist that they cannot reproduce the story unless they see it written on the blackboard, but little by little they will gain confidence in their own ability. Tell the story through first rather slowly, taking time to write on the blackboard any new words as you introduce them. Try to draw out from the class the explanation of these words, or when they fail to respond, try to illustrate the word in such a way that they will be able to tell its meaning without any translation. Then repeat the story a little more briefly, emphasizing especially the points that you wish to bring out and acting out again

the more picturesque parts. Call on a clever student to begin the story. When he has told the first half or the first third, stop him at a natural break in the narrative, and then ask another clever student to go on with it. Do not interrupt the story-teller with corrections unless it is absolutely necessary to do so, but make a note of his mistakes and go over them carefully when he has finished. For the second telling of the story, choose students of average ability. If they cannot take the initiative, you can at least draw the story out of them by skillful questioning. At first the duller half of the class will probably make no attempt whatever at story-telling, but if a story is told once a week, they will gradually be learning how to hear, and after several weeks they, too, will begin to reproduce the stories. Try to let the class feel that it is an honor to be called on to tell a story, yet an honor which every student may attain in time. On the third day after the first telling of the story, two or three students may be asked to tell it, and for the re-review a week later the class may be asked to write out what they can remember of it. This need not be done, however, except in the case of an especially good story.

Later on in the course, the pupils should be encouraged to tell little stories from their own experience on such subjects as the following:

The Kindest Deed I Have Ever Seen.

The Bravest Deed I Have Ever Seen.

The Most Amusing Thing I Have Ever Seen.

Some Strange Ideas of My Childhood.

At first the teacher's attention will necessarily be directed mainly to the choice of familiar words and constructions, but later on, as he is able to have a wider range in the content of the stories, he may use them to impress many valuable lessons in such essential matters as patriotism, self-help, helpfulness to others, truthfulness, and courage.

In order to show what material may be found by a teacher who has only a very limited number of supplementary books at his command, there is appended a list of stories and memory gems selected from three or four books which are easily obtained. If the teacher cannot procure these books, he may choose stories from any books to which he may have access, changing them so as to emphasize certain idioms and constructions and substituting familiar words for unfamiliar ones.

For example—take the little book called "Work-a-Day Doings," published

by Silver, Burdett & Company. Most of the stories, if used just as they are written, are too juvenile for a class of pupils in their teens. However, by using the names of persons instead of the names of animals, and substituting the names of Chinese objects for similar American ones, some of these stories may be made a very interesting means of teaching the vocabulary of the various industries. The constant repetition in this book is one of its most valuable features, as this is a great aid in getting the pupils to remember and repeat the story. This repetition and the simplicity and directness of the style make these little stories especially suitable to be told as soon as a class has learned to use the past tense and the future tense.

Following is a list of other stories that also readily lend themselves to adaptation for use in a conversation class.

Stepping Stones to Literature, Second Reader

Page 30. *The Fox and the Grapes.*

A good story to tell before the pupils have learned the use of the past tense.

Page 20. *The Blind Man and the Lame Man.*

This story illustrates the use of the future tense. Adapt it so that it reads "Where do you wish to go?" "I wish to go to town." Change "Agreed," to "I will gladly be eyes for you."

Page 59. *The Dog and His Image.*

Change "saw his image" to "saw himself in the water." Simplify the last paragraph.

Page 67. *The Boy and the Nuts.*

A good story to illustrate "into," "out of," "why," and "because."

Page 16. *King Midas.*

This story shows well the use of the past tense. It may also be adapted to show the use of comparatives and superlatives.

Page 57. *Golden Eggs.*

Adapt this story to show the use of the conjunctive adverb "when." Change all the pluperfect tenses to past tenses.

Page 143. *The Crow and the Pitcher.*

To be told after Part II, Lesson 17, "I'll Try." This story illustrates the use of "too" and "so."

Page 85. *The Wind and the Sun.*

A good story to illustrate the use of comparatives.

Page 92. *The Bundle of Sticks.*

Use this story to teach the use of infinitives; also the idioms, "easy to break," and "hard to break."

SUGGESTED MEMORY GEMS

STEPPING STONES TO LITERATURE. SECOND READER.

Page 21. *Look Up and Not Down.*

Page 63. *Kind Hearts.*

THE LITTLE HELPER. BOOK TWO.

Page 48. Change the third line to read, "For every boy and every girl."

Page 87. *The Four Winds.*

Page 103. *The Little Plant.*

To be learned a few days after pupils have read Part II, Lesson 6.

SUPPLEMENTARY READING

It is very evident that a book so condensed as this cannot pretend to furnish matter sufficient to give pupils all the practice they need during the first year of English. In some of the best graded schools in America the pupils read fourteen different primers or first readers during the first year, in order that they may gain ease and fluency from the very beginning. This is practically out of the question for Chinese classes in English, because of the expenditure of time and money involved; yet most teachers may, by planning ahead a little, provide some sort of supplementary work. Second-hand readers might be bought very cheap, or they might even be obtained from schools in the home land that have adopted other textbooks. Such readers should not be read through from cover to cover, but the teacher should carefully choose stories containing interesting and suitable subject matter, yet not introducing too many new words or constructions.

It will probably often be necessary for the teacher to furnish the supplementary reading for the first and second terms by occasionally writing on

the blackboard before class a little story or dialogue containing very few new words and only familiar constructions. This may be original or adapted from another book. Supplementary reading should always be a little easier than the regular reading lesson, so that students may be required to read it at sight without previous preparation.

After the second term of the first year, it will become increasingly easier to find suitable stories, and by the time the second term of the second year has been reached, the students should be able to read at sight almost any simple story.

Even when it is impossible to provide supplementary books enough to furnish one for each student, or one for every two students, a great deal may be done by having a little bookshelf of supplementary books, or half a dozen simple readers on the teacher's desk. A student who finishes his work early or who has perfect written work, may be allowed to choose one of these books and read it silently at his desk. This plan may be used as an incentive for getting work done promptly and accurately. Care should be taken not to have on the shelf any book so difficult to read that the student will spend all his time in looking at the pictures without attempting to read. During the second year a student should now and then be asked to tell in his own words a story that he has read. This may be made entertaining to the whole class and may furnish material for conversation.

The art of silent reading, without moving the lips at all, should be taught from the very first. After the pupils have finished reading the lesson for the day, they may be asked to sit at their desks and read quietly to themselves the first paragraph of the advance lesson, which they have never seen before. After three or four minutes of this silent reading, the teacher should call on two or three pupils to tell in their own words the meaning of the paragraph.

This valuable habit of getting rapidly the thought from a printed or written paragraph is one that should be insisted upon very early, as it is a great help to a student in the preparation of all his other lessons later on in his course.

APPENDIX

The Class-Study Method of Spelling

In introducing this method of studying spelling, the teacher first writes on the blackboard a word whose meaning and sound are already familiar to every pupil in the class. He calls on several pupils, one after another, to pronounce the word; if there is the slightest error in pronunciation, the teacher corrects it, and insists upon having the word repeated by several pupils until all have the sound accurately in mind. The teacher then calls on another pupil to tell what the word means, or, better still, to use it correctly in an oral sentence. If there are any double letters, any silent or obscure letters, or any other peculiarities in the word, the teacher carefully points out these possible difficulties, asking the pupils to notice carefully how the word is spelled and get a picture of it in their minds. Then one of the pupils is asked to stand with his face turned away from the blackboard and spell the word orally, while the rest of the class watch to see if he spells it correctly. The teacher then covers the word on the blackboard with a large sheet of paper and asks each pupil to write it from memory on a sheet of scrap paper previously prepared. The word is then uncovered, and each pupil is asked to compare it with the word he has written, correcting any mistakes. If the class is not too large, the teacher passes quickly around the room in order to discover what difficulties the pupils may be having. After the word has been corrected, each pupil is asked to write it three times on the scrap paper. The first word is then erased, and another word is presented and studied in the same way. Not more than five new words should be attempted in one day — three if they are difficult.

When each word has been practiced on in this way, the practice papers are collected, and fresh spelling papers are distributed, on which are to be written from memory the same five words in a different order, pronounced by the teacher as a regular spelling lesson. These papers are collected, corrected by the teacher, and returned the next day, when each pupil should be required

to draw a line under *that part* of the word in which he made a mistake. The teacher should note not merely that a word is wrong, but *where* it is wrong, so that the class may be taught to guard against this difficulty. Individual pupils may be warned against particular errors. Dividing a word into syllables on the blackboard will sometimes help to remove the difficulty in spelling it. Each day before new words are given out, every word in the previous day's lesson that has been misspelled by any student should be re-spelled by every student in the class. If there have not been a great many errors, a rapid oral drill may be sufficient, or the old words may be interspersed with the new, but there should be a written review and re-review of these same words at intervals during the following ten days, until finally each pupil stands the test of being able to write the words correctly in sentences dictated by the teacher. (As the pupil becomes more advanced, the sentences containing the words to be spelled should be of his own composition.) Even though most of the class have passed this final test, these same words should frequently recur in oral or written reviews, or incidentally in dictated sentences containing new words. Thus every spelling or dictation lesson should contain new words, review words, re-review words, and a few words chosen from a carefully preserved list of words which have given difficulty during the month.

Modern educators are agreed that traditional methods of teaching spelling have been wasteful of time and mental energy, yet have not equipped most pupils with a permanent spelling habit which will be of service to them after leaving school. So many theories are being advanced, and so many experiments are being made, that it is difficult to say what conclusions will finally be reached. The best authorities on this subject, however, seem to have come to a substantial agreement in regard to the following underlying principles, which the teacher will do well to observe from the very beginning:

1. Many of the mistakes come from mistakes in hearing or in pronunciation; therefore, before a class undertakes to spell a word, the teacher should be sure that each pupil hears it correctly and pronounces it correctly.

2. No word should be presented in a spelling lesson unless it has already become thoroughly familiar to each student, and is a word which he frequently uses. The spelling of even the simplest words should not be attempted until at least ten or twelve weeks after those words have been intro-

duced in conversation, and later on in reading. A pupil cannot be expected to learn to spell more than three, or at most five new words a day; hence in a short time the vocabulary of the spelling and dictation lessons will naturally be where it should be — about a year behind the vocabulary of the conversation and reading lessons.

3. *If a pupil can possibly be prevented from ever writing a word incorrectly, even the first time, a great deal of trouble will be saved* on the part of both pupil and teacher, as it takes much longer to unlearn a wrong form of spelling, than to learn the right form.

4. The study of spelling should not be left to the pupils themselves, but should be done in class, under the careful instruction and supervision of the teacher. In this way a misspelled word may be corrected *instantly* by the teacher, before it has had time to make any impression on the mind of the pupil. It is positively harmful to a child to be allowed to write a spelling lesson which he has not carefully prepared.

5. Outside of school, spelling is used chiefly in correspondence; hence it seems reasonable to insist that many of the spelling lessons in school should be in the form of sentences — dictated sentences at first, but later on, sentences in which the pupil expresses his own thoughts.

Oral spelling and spelling in columns should still be used for purposes of drill, but the final test of a pupil's ability to spell a word should be his use of that word, correctly spelled, in a sentence of his own composition.

6. The ordinary correspondence of the average person uses a vocabulary of less than a thousand words. If, therefore, the words which occur most frequently in ordinary use be carefully selected and drilled upon, until the pupil is absolutely sure of these few hundred words, and if he has also acquired the habit of hearing accurately and seeing accurately, he is much better equipped than if he were only moderately accurate in spelling several thousand words, many of which he would have no occasion to use in after life. As the pupil becomes more advanced, the habit of consulting the dictionary should be formed, as this habit will solve the problem of spelling the unusual words.

7. Many so-called errors in spelling are due, not to the pupil's lack of knowledge, but to nervousness, confusion in thought, or haste in writing. So far as possible, the teacher should distinguish between these different kinds of errors, and should encourage each pupil to realize that he can do

much better by carefully looking over his work to make all possible corrections before handing in his paper.

Suggested Daily Program

Time allowed.

I. Drill on phonograms already learned . . . . . 7 minutes.

II. Introduction of one new phonogram and words from the various series containing that phonogram . . . . . 10 minutes.

III. Conversation . . . . . 20 minutes.

Part of this is devoted to the review of old forms with the new words just taught in II, while the last ten minutes should be given to the introduction of one new construction.

IV. Physical exercise with windows open . . . . . 3 minutes.

V. Written work . . . . . 20 minutes.

If the class is large, half of the pupils may be writing while the other half are having a conversation lesson. Of the five periods a week given to written work, the first and third should be given to the writing of new exercises; the second and fourth, to the correction of those exercises; and the fifth, to sentences using the same constructions and the same vocabulary as those of the four previous days, but in different combinations. The pupils might write these sentences on the blackboard, and have them corrected in class.

VI. Relaxation . . . . . 5 minutes.

VII. Rapid drill on sight words, followed by the introduction of a few new sight words, varying the number according to the ability of the class . . . . . 5 minutes.

VIII. Spelling and dictation . . . . . 15 minutes.

At first the spelling lesson consists entirely of writing different series of words ending in the same sound. (See chapter on "Spelling and Dictation.") In a few weeks the spelling of sight words should be introduced, in accordance with the "Class-Study Method in Spelling," as given on pages 44 to 46. The writing of words should soon lead up to the writing of sentences dictated by

the teacher; these in turn should later on give place to sentences composed by the pupils themselves.

IX. Reading from the book . . . . . 20 minutes.

A program of this kind should always be considered somewhat elastic. For instance, when there is a dialogue or a game, it may be necessary to omit several features of the program. If only one hour a day can be given to English, conversation and reading may be taught on alternate days, and the written work may alternate with spelling. The short periods assigned for physical exercise and relaxation need not be taken out of a one-hour program, but could come in another part of the day's schedule.