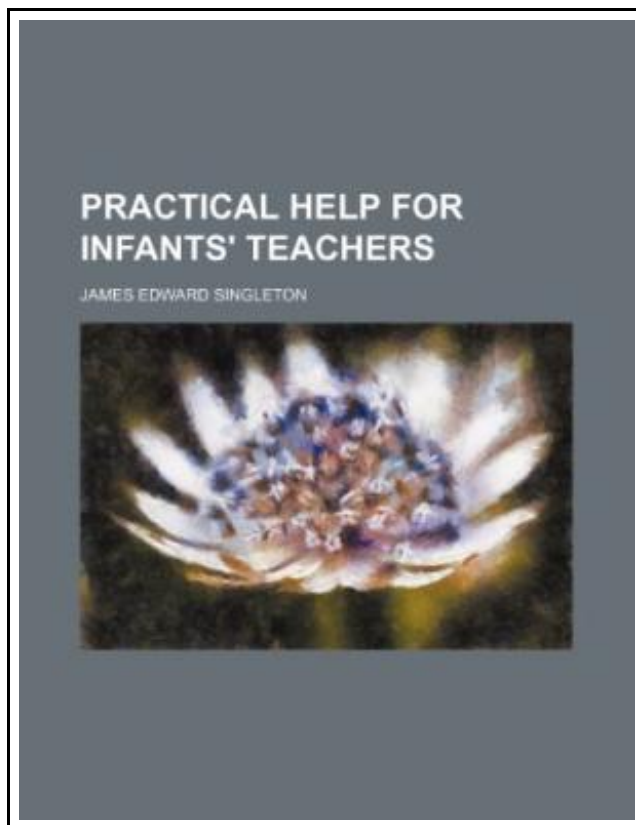


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Rarebooksclub.com, United States, 2012. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1884 Excerpt: . have seen sheep a we all all seen have sheep we a have we all seen a sheep The children should read the words as existing independently of each other, and not as elements of a sentence. Third step. Teacher reads the sentence as a model. Reasonable speed and correct expression must be observed. It may be advisable to read the sentence severally before the children are asked to imitate. Children imitate collectively and individually. Errors must be pointed out. This will be effectually done if the teacher contrasts the faulty expression of the sentence--which it will be necessary for her to repeat--with the correct one. Fourth step. Questions asked by the teacher, and answered simultaneously by the children: --We have all seen what? Who has seen a sheep? We have all what? Subsequent steps. The same or a similar process of teaching should be pursued in connection with each other sentence of the passage. Recapitulation at intervals will be necessary, but should not be so frequent as to allow of the possibility of its being committed to memory. E WRITING. Many varieties of style and degrees of quality of handwriting in the same school and even in the same class are often noticeable. When this is the case, it is almost certain that much of it is bad or indifferent, and at the best only fair, letters being slovenly and carelessly formed, with an occasional sample of well-executed work marking more prominently the inferiority...



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