

READING.

THE following remarks in concise form are intended to be helpful to teachers, expecting to be examined for Junior or Third Grade, in the absence of a duly authorized book.

1. The art of reading is acquired as a means of getting or of conveying knowledge.

2. Pupils should be taught reading, and accurately to distinguish words, and to express them with fluency and due regard to expression, keeping in mind clear and distinct utterance, right pronunciation, proper inflection of voice and becoming emphasis.

3. Teachers, by use of familiar objects, alphabet and reading cards, illustrated properly, graded text-books and blackboard exercises, should interest and instruct pupils in simple terms from the very first, adapting exercises to their full understanding.

4. A reading lesson should include a model for imitation, explanation of principles, and correction of errors, in utterance, tone or pace. The reading matter or text should be fairly within the reach of pupils—neither too easy nor too difficult. Facts stated or ideas conveyed by words, should be presented in language and style, sufficiently simple to arrest attention and afford pleasure.

5. Qualities of good reading will embrace the following:—

(a) Pure enunciation of words by careful attention to vowels, aspirates and vocal letters.

(b) Proper accent of words on particular syllables.

(c) Expression. This must be obtained by due regard to:

1. Pace or time in which a passage is read, which must be modified according to sentiment expressed;

2. Pauses, whether marked by ordinary stops or purely rhetorical, suggested and regulated by the sense of the passage and entering into what is called style;

3. Tone and pitch. Reading should not be too low to