

After about fifteen words have been well learned, make sentences, and, as every new word is introduced, make it the leading feature in each sentence, full rounded sentence, declarative, interrogative, imperative, and exclamatory; complete in punctuation and capitals. "Reading is not talking, but talking is a very important means of learning to read." When a child enters school he has been learning to talk for four or five years. He has, in a degree, mastered articulation, enunciation, accent, pronunciation, pauses, inflection, emphasis, melody, and harmony. In the five latter elements of speech he is a model for teachers of elocution. By this I mean to say that the power of expressing the thought correctly, that is in his mind, he already has, and so long as the thought is within his reach or comprehension, he will give it utterance as it should be. If every word is carefully taught, there will be no trouble in knowing what the words are, and just as soon as the words are recognized, the thought will be suggested. Let the pupils attentively watch every word as it is made by the hand of the teacher, and it will be read with that simple perfection inborn in every child.

Great care must be taken with every new word presented. If a word does not recall an idea except in its relation in a sentence or phrase, teach that word just where it shows that relation. After those words which will naturally arouse most interest in the child have been taught according to their phonetic order, short sounds generally, first take the unphonetic words which introduce and form our idiom; this, that, these, those, there, where, why; taking for one lesson, sentences with one of these words occurring in each sentence, as "this is a fan," "this is a hat," "this is a man;" at another time using "that," and again "these," "those," "where," etc. Always something new springs out of the known words or is suggested by them.

The chart is most excellent, but out of the words contained in one lesson an ingenious teacher will make twelve different lessons, each one having the same words arranged differently and developing new thoughts.

Thus far the words have been learned consciously as a whole; besides this, the forms of the letters have become very familiar by constant use and repetition, and the names of them will be mastered almost without an effort. They will even be able to find out new words, for they have command of a great many of