

cises to children without due regard to their needs. It is positively dangerous in the case of children with some organic disease.

THREE OF THE OBJECTS OF TEACHING READING.

1. To secure an intelligent understanding, on the child's part, of what is read. The books placed in the hands of the child should be properly graded as to difficulty—that is, the words used should be suited to the age of the child, and the subjects dealt with should be within the child's intellectual compass. Books should be so varied in character that they command the interest of the children. But we must bear in mind that a perfect reading book would not of itself secure perfect reading. The child's knowledge of spoken language is in advance of his knowledge of printed words. These latter are merely symbols for the spoken words. The child must be taught the symbols that stand for thoughts by a more or less orderly progression through a combination of the look-and-say method, phonic analysis and the alphabetic method. No teacher confines herself to any one of these but combines all in various proportions. The telling of interesting facts bearing on the lesson, reading for the class to give a good ideal in reading, having the children criticize the reading of others in a friendly spirit—never interrupting another to do so however, giving special drill on the difficult parts of a lesson, finding on the map places mentioned and illustrating the lessons with the objects referred to, all help to an intelligent understanding of what is read. When reading about the butterfly, for instance, the teacher might have one in the school-room. To find out whether a child has an intelligent understanding of what he reads as a whole, question him on the subject or let him tell what he has read. To see whether he has grasped the details ask for the meaning of words, phrases, etc. Reading aloud gives the child command of good language. The reading lesson is oftentimes broken up by corrections of pronunciation, commands to inattentive pupils and the calling out of pupils who want to correct mistakes that all unity in the lesson is lost. The silent reading of the lesson by each pupil followed by an explanation of all new words and their insertion on the board will do away with a great deal of this.