

used, and the pupils are able to read the sentences as they have been in the habit of speaking them, the brush should be again used and then the word brush should be written in its place and the reading done by a few of the pupils individually. If any one prolongs or over emphasizes the "a" or "the," ask him to read it again while the brush is held over the word "brush." The names of the other words should be written in in turn and the practice continued until the sentences are read correctly by every pupil.

It is a good plan to have such a sentence as the following on the blackboard for occasional practice:—  
"A bird sat on a branch of a tree in a garden near a house on a fine day, and sang a sweet song for its mate in a nest." Practice in reading such a sentence will help to prevent the formation of incorrect habits of reading words separately and therefore over emphasizing the short words, and will remedy the defects of those who have formed incorrect habits through wrong methods of teaching. The children may be taught to read by phrases by using such a sentence, and asking questions that may be answered simultaneously by the whole class: "What sat?" "A bird." "Where did it sit?" "On a branch." "On a branch of what?" "Of a tree." "Where was the tree?" "In a garden." And so on. The pupils read only the words in the sentence, and they are trained to read in phrases and incidentally to see that the words in a short phrase should be read as nearly as possible like one word. The words in the phrase "in a tree," are as closely related as the syllables in the word "incomplete," and they should be as closely related in oral speech or in reading.