

compish the desired result, and is inaccurate. The vowels have not the short sounds in these words, and it produces very incorrect speaking to try to give the short sounds. The trouble results from reading "a" and "the" as separate words. If they are spoken separately they should be pronounced correctly by giving "a" and "e" their long sounds. The vowels are obscure, and the words should be read subordinately. The child should be trained to read "a" and "the" as if they were syllables in the words that follow them. They should not speak them until they know the words that follow them, and should read them as unaccented syllables of these words.

The over emphasis and prolongation of these words is one of the bad results of reading aloud too early. This forces the child to give too much emphasis to the smaller and less important words. The children use "a" and "the" correctly in their oral language before they go to school. They have to be trained to give a drawling emphasis to them by wrong methods of teaching.

In training children to use "a" and "the" properly when reading, it is a good plan to write on the blackboard the sentence, "It is a brush" and "It is the brush," omitting the word "brush," and holding a real brush in the position of the word "brush." The pupils should then read the sentences in answer to the teacher's question, "What is this?" When they have read the sentences correctly with the real brush instead of the word, other things may be substituted for the brush, and the correct reading learned in a similar way. The pupils should look at the sentences, when they are answering the teacher's questions. When a number of articles have been