

*principle*, will be comparatively *easy*, and they will consequently experience no difficulty in pronouncing the words, or *reading*. But, if any of the lessons in the series are omitted,—or if the pupils are taken over them in a hurried or careless manner, *difficulties* and *discouragement*, and *BAD READING*, will be the result. If a child feels no difficulty in reading, he can, and if properly instructed, will, from habit, pay attention to the meaning of what he reads; but if the contrary is the case, his mind will be too much engrossed with the mechanical difficulty of pronouncing the words, to think of the ideas which they convey. It is only when a child can read *without difficulty*, that he begins to pay attention to the meaning of what he reads; and when he does so, he will not only become a good reader, but what is of still greater importance, he will begin to feel a pleasure in reading.

As *understanding what is read* is the great rule for good reading, children should be *habituated* from the first, to give an uninterrupted attention to the meaning of what they read. With this view, they should be frequently and regularly called upon to close their books, and to give in their own language the substance of the sentence or passage just read. Such questioning, it is evident, fixes the attention of the children upon the subject of their lesson; and the answering in their own words, gives them a habit of expressing themselves in suitable language.

At first, and perhaps for a considerable time, teachers will find some difficulty in applying the *explanatory* or *intellectual* method. Children will often be slow to speak, or perhaps silent, even when able to give the required explanation, and time, so precious in a large school, will, in consequence, be lost. But this is because they have not been *accustomed* to give explanations. "Exercise them," therefore, from the beginning, "as much as possible upon the meaning of such words and sentences as admit of being defined and explained." *Begin with the easiest and most familiar words*; and express yourself satisfied with almost any explanation the child may be able to give—provided he has a conception of its meaning. Do not wait for, nor expect accurate—nor any definitions, from children. Encourage them to say *just what they think of it*, and they will soon learn to describe it with ease and correctness.