

the child who is encouraged to talk continually who in the end learns how to arrange and express his ideas. Nor does the fretful desire to be told at once what everything means imply the active mind which parents so fondly suppose; but rather a languid percipience, unable to decipher the simplest causes for itself. Yet where shall we turn to look for the "observant silence," so highly recommended? The young people who observed and were silent have passed away—little John Ruskin being assuredly the last of the species—and their places are filled by those to whom observation and silence are alike unknown. This is the children's

age, and all things are subservient to their wishes. Masses of juvenile literature are published annually for their amusement; conversation is reduced steadily to their level while they are present; meals are arranged to suit their hours, and the dishes thereof to suit their palates; studies are made simpler and toys more elaborate with each succeeding year. The hardships they once suffered are now happily ended, the decorum once exacted is fading rapidly away. We accept the situation with philosophy, and only now and then, under the pressure of some new development, are startled into asking ourselves where it is likely to end.—*Atlantic*.

PRESERVE THE VOICE OF THE CHILD.

F. W. PARKER.

THAT dreadful compound of a whine and a groan, which very many teachers can hear if they listen, is the direct product of a long, painstaking and painful drill. This dire mistake is not far to seek, yet blessed is the teacher who finds it. It is found in the wrong motive. That motive consists in making pronunciation, emphasis and pauses the purpose of teaching reading. The child has acquired the perfect power of emphasis. If the thought is in the mind, the emphasis will be perfect. Any attempt to teach emphasis by imitation hinders the power to emphasize in oral reading; that is, it makes talking and oral reading different, to the detriment of the latter. Pronunciation, enunciation, articulation, accent and pauses have been acquired. Pronunciation may be improved with most children; but to make it the aim of a reading lesson destroys the real aim, that of thinking by means of printed words.

Pronunciation and articulation are of immense importance; but the true place to teach them is in talking; that is, when pupils are expressing thought *in their own language*—thought gained from observation, hearing or reading. When the stimulus of thought is at its height, a correction in language will have its greatest effect. To vex the child's soul by numberless corrections in pronunciation when he is struggling to get thought discourages attempts in the right direction and turns them in the wrong one. I have seen, in my own classes, years ago, forty-nine children watching intently the fiftieth child who was striving to pronounce every word correctly (we called it reading), and when perchance a word was mispronounced, down came the forty-nine trip-hammers upon the poor victim's head, and down he sat to allow another to wrestle with word-pronouncing. What visions of beautiful thought must have passed