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ON TEACHING PRIMARY READING.

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Not least among the subjects pertaining to successful school work is that of primary reading. No one subject is so far-reaching in its results and effects upon the mental training. It is the foundation of the great superstructure of education, for reading is getting thought by means of printed or written words; oral reading is the vocal expression of that thought; all knowledge is the product of reading.

You can judge, then, fellow teachers, for yourselves, of what immense importance it is that we, as teachers, put forth our every effort to give the child the power of becoming a reader, that he may gain thought, and express that thought with ease, rapidity, and understanding.

We all know from experience, to some extent, of the incorrect habits that once acquired cling so tenaciously to the child that he is disheartened in his attempts to read; and words, instead of being clear media of thought, become actual barriers to the full understanding or comprehension of the truth that is to be conveyed. The cause of such drawbacks as these can generally be traced to beginnings or first steps in reading, to wrong methods, or wrong application of right methods, or to the lack of any method.

Methods in reading, as in all other branches, are not mechanical—not such that they can be used by each and all in the same way. The successful use of a method depends very largely upon the skill of a teacher as well as upon the conditions by which he