

words are fully known. The teacher's voice as a pattern for rendering a reading exercise should be the last resort, and not the first. In the latter case there is great danger of making parrot readers; the children, accustomed to depending on another for the expression, will never be able to delve beneath the surface for the thought contained in the words.

Reading is more than the recognition and pronunciation of words. To read is to associate thoughts and ideas with printed words.

Ideas are acquired in one way only; they are awakened in the mind by objects presented to the senses.

The use of reading then is to get thoughts by means of words, and to read aloud is to tell the thought thus seen in the words of the author, as if it were one's own; to do this one needs to know how to pronounce words correctly without hesitation.

To get these principles implanted in the child, the following will be found essential:

1. Present the object or action which the word represents in some tangible way until the word is sufficient to recall the idea.

2. Teach thoroughly a new word, or words, every day. Teach words very slowly at first.

3. Put the same words into many different sentences.

4. Wait patiently until the children grasp the thought before you ask them to read; with dull children be very patient.

5. Watch the faces to tell when the thought is grasped; they will be sure indexes.

6. Have the child get thought by means of the words and not by hearing the lesson read.

7. Read sentences as one thought at a time, not one word. Also, without pointing, teach and assist the eye daily to guide itself by slow gradation until reading becomes apparently an unconscious act.

8. Write all the new words on the slate. And thus step by step, line upon line, precept upon precept, the foundation of reading, getting thought, is begun down on the first round of the ladder in the primary school; the first stone is there cast from which the ripples widen and spread and multiply until their effect is felt up through all the grades..

*(The Educational Courant.)*