

## DEVICES IN RECITATIONS.

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DEVICES in recitation should secure attention and at the same time not detract from the learner's progress.

As reading is one of the fundamental branches that soon become monotonous unless the teacher resorts to various methods, I shall treat of that first. Some teachers in conducting a reading class permit one pupil to read until he makes a mistake. This pupil then takes his seat and the pupil who corrects the mistake reads, commencing where the other stopped. Others allow the pupil to read until the teacher sees fit to stop him; and in order to insure the attention of the class, generally stops him in the middle, or before the end of a paragraph, telling another pupil to read on; while others divide the time given for the recitation equally among the pupils, giving to each as many minutes as the size of the class and the time will admit.

The most common way is to commence at the head of the class, each pupil reading a paragraph in turn; and, with never a variation, so continue from day to day. This method is bound to lead to oppressive monotony, unless the teacher, instead of taking the pupils in regular order, does like the old pedagogue in teaching the alphabet, "skip around occasionally."

A great many teachers in conducting a reading class give licence to any member of the class to prompt a scholar when he hesitates at a word. Some teachers require the would-be prompters to raise hands and gain permission by a nod before telling; others let anyone tell who can speak out first. In such cases it very often happens that a smart pupil in the class

does all the prompting, so that it is sometimes hard to tell whether the one standing or the prompters is reading. With certain restrictions this is a very good device; as all are anxiously watching for an opportunity to prompt, while the one reading is just as anxious not to need prompting, and the interest and attention are very marked.

A device to interest little folks, is teaching recognition of words at sight. Have the children stand with their backs to you while you place a word on the board; then at a given signal let them turn and see who can name the word first. Only familiar words should be used. When one pupil does too much of the answering, direct him to remain quiet and give the others a chance.

Not long ago I visited a school in which the teacher before asking anyone to read aloud, required the class to read the paragraph silently. The advantages of this can hardly be overestimated; because after all have read it carefully to themselves, they have some idea of the modulation and expression to be used. They assimilate, as it were, the sense which is to be conveyed, and will read it more naturally. Some teachers make a point of silent reading. Let the class read a paragraph, topic or story silently, at the same time with the teacher, and then call upon some one to tell in his own words what he read. This device is useful in geography, physiology, history and other branches, as well as in reading.

One of the most useful adjuncts to the reading class, is supplementary reading. But until school boards and patrons become more liberal, I shall not discuss it. Let us as teachers