

cabulary accurate it also enriches it. Usage too has reserved certain words for poetic diction. Words have not only use but beauty and music as well and the pupil should be led to appreciate this.

Form. For the purpose of reading this means such an acquaintance with the general appearance of the word as will enable the eye to recognize it promptly. An acquaintance with its several parts is spelling. Form is best learned by repeated transcription.

PHRASES, ETC.

Phrases and clauses. These word-groups are treated as words. The teacher by using them in sentences, or by suitable questions leads the pupil to discover and express their meaning.

Allusions. The teacher tells the pupil where to obtain the necessary explanation or, in the absence of the book referred to, he gives it.

Figurative expressions. To present an idea clearly, or to emphasize it, it is sometimes necessary to compare it with something else presumably well known, or to adopt some peculiar manner of expressing it. This involves an appeal to the pupil's imagination. He should be led to see the use of the figure and, later on, its aptness and beauty.

THOUGHT-GETTING. (Silent reading.)

Central thought. There is a central thought in each paragraph around which whatever is subordinate or illustrative arranges itself. The pupil having, under the teacher's guidance, obtained the necessary preparatory knowledge for thought-getting now endeavors to discover this central thought. For several lessons the teacher shows how to discover it, the pupil observing his method. Next he puts questions that will compel the pupil to discover this thought, and finally he requires him to discover it without assistance. The central thought of each paragraph is written on the blackboard so that the pupil may see, in proper order, the essential thoughts of the chapter.

Abstract. The abstract is a condensed reproduction of the paragraph in the pupil's own words. The central thought and the essential sub-ordinate thoughts are selected—illustrations, repetitions and amplifications being omitted. Words are put instead of

clauses, and general statements instead of particulars. The abstract may be oral or written.

Paraphrase. The paraphrase is a reproduction in the pupil's own words of the complete thought, central and subordinate, of the paragraph. It interprets the paragraph by re-stating it so clearly that every thought shall be caught. Every change is made for the sake of clearness and care is taken, as far as possible, not to weaken the original or impair its tone. The paraphrase may be oral or written; the former gives practice in ready speech, the latter in exact speech.

THOUGHT-GIVING. (Oral reading.)

Necessary preparatory knowledge for thought-giving includes (1) vocal culture, enunciation, pitch, force, rate, emphasis, inflection etc.; (2) a knowledge of the thought to be given.

Thought governs expression. A pupil cannot express a thought till he has it, till the right feeling has been kindled, till his voice has been trained. When the pupil has proved that he has the thought of the paragraph by giving its central idea and either an abstract or a paraphrase of it, when the teacher has by description, questions, or otherwise awakened the right emotions, then oral reading may begin. But an uncultivated voice cannot give proper expression to these thoughts and emotions. Voice culture is needed as preparation for all exercises that require speech.

VOICE CULTURE.

Before beginning oral reading there should be given a three-minute drill on sets of exercises arranged to secure accurate and energetic action of the speech organs. Lewis' *How to Read* or Monroe's *Manual* will be helpful to teachers undertaking this necessary work. The following hints are intended to be suggestive of what ought to be done.

Enunciation.—This may be considered under two heads, (1) purity of tone, (2) distinctness of articulation. There should be daily drill on sets of exercises selected from Lewis pp. 19-29, and arranged to correct faulty tones whether nasal, guttural or pectoral. The exercises in Lewis pp. 29-39 will afford suitable drill in articulation, but the pupil must be constantly watched till the habit of distinct articulation is formed.