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HOW TO TEACH READING.

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My attention has been drawn to this important subject by the remarks of the Rev. Mr. Rexford at the late Convention of Protestant Teachers in Montreal; and, the more I have thought of his words and compared the results of methods in common use with the ideal results sought by the thorough teacher, the more have I become convinced that a reform is necessary just along this line.

It seems a settled conviction with many that anybody can teach reading, or, to draw a legitimate conclusion from the premises afforded by the facts of the case, that learning to read comes by nature; that all one has to do is to put the reading book into the hands of the child, when, presto, he reads and reads intelligently. No greater folly is conceivable, and no more unjust conclusion could be reached, is the answer of a hundred teachers who have read the above words.

Sound judgment weighs and deliberates before pronouncing sentence; it views the *pros* and *cons*; it ascertains just where the weight of evidence falls, then decides, and this is what I would ask every candid teacher to do. Let us, therefore, for a few moments, weigh this question, and, in order to do so the more thoroughly, let me ask a few questions to which every teacher of reading should write out a categorical answer.

First. How many teachers have spent the greater part of this session in teaching the alphabet? I candidly confess that I