

**THE PRINCIPLES
AND PRACTICE OF
ORAL READING**

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The principles and practice of oral reading by Aletta E. Marty

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ALETTA E. MARTY

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ORAL READING**

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THE
PRINCIPLES AND PRACTICE
OF
ORAL READING

BY
ALETTA E. MARTY, M.A.

AUTHORIZED BY THE MINISTER OF EDUCATION

FOR USE IN

CONTINUATION CLASSES

AND

HIGH SCHOOLS AND COLLEGIATE INSTITUTES

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PREFACE

The general disuse of the High School Reader in our Secondary Schools, which has followed the change in the provision for Literature in the lower forms, has given rise to a demand for a book of material especially suitable for the teaching of Oral Reading. This book is an attempt to meet the demand.

The aim, therefore, has been to compile selections that read well aloud and are varied enough in thought and emotion to illustrate the different phases of vocal expression. A glance at the Table of Contents will, however, show that the important consideration of choosing only from the best authors has not been overlooked. Owing to copyright difficulties it has not been possible to include a number of very desirable selections. The titles of some of these, however, are given in Appendix C.

The Introduction is intended to be useful to both teacher and pupil. The latter should not be expected

to master the Introduction before beginning the selections, but by means of the notes should study it gradually in connection with the reading of each selection. Parts I and II are especially for the teacher; Part III for the pupil. Part II discusses the preparation necessary before actually beginning to read a selection aloud. The work done by the pupil in this book will, of course, be supplemented in the literature classes. The notes marked "Preparatory" refer in general to Part II, all others to Part III.

An effort has also been made to grade the selections in the order of their difficulty. On this subject, however, teachers will differ, and the grading given must be regarded as merely suggestive.

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INTRODUCTION

PART I

THE subject of **oral reading** occupies, and very justly so, a prominent place in the curriculum of our secondary schools. The work it is intended to accomplish is threefold. It aims at giving the pupil the power to communicate to others, in an effective and pleasing manner, the thoughts which he has been trained to extract for himself from the printed page. It improves the pupil's every day speech; for the distinctness and the accent of refinement acquired in the process of oral reading is reflected, to some extent at least, in his ordinary conversation. And, finally, it contributes to his general culture, of which refined utterance is only an indication.

In order to appreciate fully a piece of literature it must be read aloud, for not only do the subtleties associated with the music of poetry escape the silent reader, but those finer shades of meaning of both prose and poetry, which can be brought out only by the voice, are too often lost. One reason for this is obvious. The habitually silent reader develops a tendency towards symbolism or mere word-recognition. He fails to visualize, and, as he has no vivid mental images, the impression he receives is an indefinite one. Besides,