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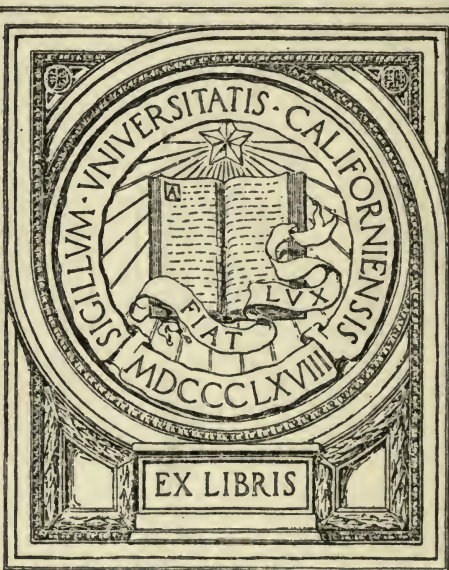
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No. 10.

EAR AND VOICE TRAINING.

BY MEANS OF

ELEMENTARY SOUNDS OF LANGUAGE.

BY

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AUTHOR OF

“PRIMARY OBJECT LESSONS,” “MANUAL OF OBJECT TEACHING,” “PHONIC CHARTS,” AND “FIRST READING: FROM BLACKBOARD TO BOOKS.”

“BEFORE ALL THINGS THOU
OUGHTEST TO LEARN THE PLAIN
SOUNDS OF WHICH MAN'S SPEECH
CONSISTETH.”

—*John Amos Comenius.*

NEW YORK AND CHICAGO:

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P R E F A C E.

THE common existence of abnormal sense-perception among school-children is a serious obstacle to teaching, and should receive special attention for its removal. This condition is most obvious in the defective perceptions of sounds; and it may also be frequently found in relation to form and color. The faulty, indistinct articulation in speech; the frequent mistakes made in *hearing* what is said; the inability to distinguish musical sounds; the lack of accuracy in recognizing the sounds and the forms of letters; and the failure, by some, to distinguish colors—all indicate lack of proper development of sense-perceptions.

Some persons attribute the lack of distinct perceptions of sounds to partial deafness. Careful observation and long experience with children lead to the conclusion that most of the common defects in sound-perception exist because of a lack of proper training during childhood to develop this power of the mind into activity. Careful observation has led to the belief, also, that many cases of supposed color-blindness are only instances of undeveloped color-sense.

From observation of young children, before they speak words, it has been found that some of the sounds of *a*, and some of the sounds of *o*, are the earliest vowel sounds uttered by children; and that the sounds of *m*,

p, *t*, *n*, and *d*, are among consonant sounds first uttered by them. It has also been observed that young children frequently substitute the sound of one letter for that of another in their early use of words. Examples of this substitution are found in their use of the *t*-sound for the *k*-sound; and of *d* for *g*; of *d* for *th* in this; of *t* for *th* in thin. Defective sound-perception may be found, also, in the omission of the sounds of some letters.

When these defects of utterance are not corrected during the early school-going period by special attention to the development of the sense of sound-perception, by ear training, habits of faulty utterance are formed which are very difficult to overcome in subsequent years.

Every parent and every teacher should know what are the organs of sound and of speech; how sound is produced in the human voice; how the sound is modified or articulated into speech; how defective utterance of elements of speech may be corrected; and how the organs of speech may be trained in flexibility and accuracy of movement so that the result shall be distinctness of speech. It becomes, therefore, a matter of great importance in the work of education that due attention shall be given, in the training of children, to the development of a ready and accurate perception of sounds and to distinctness and correctness in their utterance.

No more important matter can claim the attention of instructors of children than that of early training the ear and the voice in the elements of speech. And yet,

in the ordinary modes of teaching children to read, this matter is seriously neglected, and even ignored. Children are taught the names of letters, but they are too seldom trained to recognize the *sounds* of the letters as used in words.

Some teachers who are themselves ignorant of the importance and advantages of speech training, by the aid of the elementary sounds of our language, treat this matter with indifference and attempt to overcome lisping, mumbling, clipping, and other faults of utterance, by the use of means much more difficult of application and far less effective in their results.

While the child's organs of speech are flexible, there is found but little difficulty in training him to utter any of the ordinary sounds of speech. And when these sounds have been duly associated with the letters that form the words spoken, the knowledge of sounds becomes a very great aid to the pupils in their reading and spelling.

How to give such training in speech as shall lead to habits of distinctness in speaking and reading, is a subject that deserves special and careful attention of parents and teachers. Much depends upon the manner of presenting the sounds of our language to pupils, whether or not this means shall produce the desired development in sound-perception, and in training the ear and voice so that distinctness of enunciation, clearness and accuracy in speaking and reading, shall be the result.

The methods of presenting the exercises for ear and voice training, given in the following pages, are the

results of an extended experience under such varied conditions as may be found with pupils representing all nationalities, including both native and foreign born children. These methods have been found practicable by thousands of teachers with many hundred thousand children. By means of the directions given teachers, who were not previously acquainted with the analyzed sounds of language, have learned to use them successfully in teaching, so as to correct indistinctness of enunciation and faulty pronunciation. They have also been able to train their pupils in habits of greater accuracy in hearing and correctness in understanding. Through such training many of the common blunders in misunderstanding what is heard may be avoided.

An idea of the comprehensive character of the plans described in the following exercises may be had from the Table of Contents. These plans will enable teachers to lead their pupils to acquire ready and distinct perceptions through sense-training, and will cause them to know the sounds of language in a manner that will give practical aid in learning both the spoken and the written language. The simplicity and usefulness of these lessons need only to be known to be appreciated and used.


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SPEECH TRAINING.

A Word to Parents.—The development of the child's powers to gain knowledge from the many things around him, begins long before he is old enough to attend school. During the period before five years of age the child must depend chiefly upon the parent to supply proper materials and the occasions for suitable exercise of the senses. The development of speech in children depends upon the sense of hearing, and a proper exercise of the organs of hearing. Speech training, therefore, must give due attention to providing appropriate exercises for developing the hearing and the voice through their respective organs. This training must be sufficiently definite in its character to secure accurate perceptions of different sounds, and the proper utterance of those sounds.

Vocal sounds are learned by imitation; hence the great importance of presenting to children distinct and correct sounds for them to reproduce. Intelligent parents can do much toward a proper training of their children in habits of distinct and correct utterance in speech; and toward the use of good language that will secure more satisfactory results than can be produced

by teachers, after the school-going age has been reached.

Many of the simpler exercises for "training the ear and the voice," as described in the following pages, will furnish useful suggestions to parents who desire to correct inaccuracies of utterance in their children before bad habits become fixed. For this purpose, parents are requested to look at the first *eight exercises*, pages 5-11. Also at "Comparing Sounds," pages 12-15. And at "Training the Ear and the Voices with Consonant Sounds," pages 16-29.

N. B.—When the lessons are given by parents, slates may be used in place of the blackboard.

A Word to Teachers.—When children begin school attendance, the first duty of the teacher to them is to ascertain by careful observation whether or not the sense of hearing has been well developed; whether the organs of speech have been so trained that they *utter distinctly* the words which they use. If it be discovered that the parents have failed, from any cause, to give their children suitable training for the sense of hearing, and for the organs of speech, the teacher should begin this work at once with such elementary steps as may be necessary to secure the needed development. Whenever a special defect in speech is discovered, consult the following exercises and instructions for means to correct it, and apply the remedy without delay, until the fault has been overcome.

Teachers should remember the important fact that the *first things* which they are to attend to in teaching

the *sounds* of our language and for the correction of faults in utterance, *are the perception, the distinguishing, and the utterance of the sounds*; also that the letters are to be used as *symbols of the sounds*, and that *each letter is to be associated with its own sound*. Mere recitations about the sounds of letters are of no practical value.

In order that the plan of instruction presented in the following pages may be understood, and a preparation made for success in training pupils in the sounds of speech at the beginning of the work, the explanations and directions should be read carefully, as given under the following heads, viz :

“Training the Ear and the Voice,” page 5.

“Comparing Sounds of Letters,” page 12.

“Vowel Sounds grouped,” page 31.

“Plan of the Lessons,” page 38.

“Consonant Sounds grouped,” page 45.

“Special for Teachers,” page 54.

Preparing Pupils to Learn.—Many teachers fail to accomplish good results because they attempt to teach their pupils before *preparing them to learn* that which is to be taught. The *senses* are the only powers by which children can gain the elements of knowledge; and until these have been trained to act, under direction of the mind, no definite knowledge can be acquired. To gain clear sense perceptions it is not sufficient that the organ of sense be acted upon, or excited; there must also be such co-operation and activity of the mind as to produce attention to that which acts upon the sense organ. Without such mind action, there can be

no clearness of perception, consequently no definite elements of knowledge. The actual development of sense-capacity is necessary as a means by which the child must learn. This development is produced by attention of the mind to sense-impressions. Just in proportion as distinct discriminations in sense-perceptions are made, will be attained the ability to distinguish and know objects accurately.

Notwithstanding children usually possess the same sense-organs, owing to the differences in their environments, wide differences exist in the impressions which they receive from the same objects; and there are also differences in the kind of things most observed by them. Corresponding differences exist in their ability to learn when they first enter school, and also in the kinds of knowledge, and in the amount, which they possess then. Consequently, the early work of the teacher of children that have recently begun their school attendance should be directed to ascertaining the degree of development in their sense-capacity, then to so training them that they shall attain more definiteness in the discrimination made by observation.

The special work necessary to ascertain the knowing status of each pupil can be performed skillfully only by those who have made themselves familiar with the modes by which children get the elements of their knowledge. Hence the great importance of placing the younger pupils under the care of teachers with known ability and successful experience in properly training children.

TRAINING THE EAR AND THE VOICE

WITH VOWEL SOUNDS.

THE above form of expression is used for the purpose of stating as briefly as possible the thought intended to be conveyed, which is—*Training the powers of the mind to act through the ear and the voice* by means of appropriate exercises. The idea of *mind development* should also be understood in similar expressions referring to the eye, or to other sense organs.

Under this head it is proposed to give methods by which children in Primary Schools may be prepared to learn to speak and to read our language with distinctness and fluency. As a good preparation for the following *exercise*, lead the children to notice and to distinguish *like* sounds, and *differing* sounds, such as may be produced readily by means of objects in the school-room, as the bell, tapping on a tumbler, on a slate, on the blackboard, on the desk, on the window, etc. Let the pupils close their eyes while these sounds are repeated, and try to distinguish the objects by their respective sounds. Let them also distinguish, while their eyes are closed, the voices of several of their class-mates.

First Exercise.—Train children to distinguish simple sounds of spoken language. To do this the teacher may

utter distinctly, two or three times, the sound of \bar{a} as in *ale*, and request the pupils to state whether the sounds are alike. Then the teacher may utter, two or three times, the sound of \check{a} as in *at*, and request the pupils to notice whether the last sounds are alike; then to state whether they are like the sounds first heard.

The teacher may next utter the *first* sound twice, \bar{a} , \bar{a} , and require the pupils to imitate it twice; then three times; then once. Call this the *first sound* of *a*.

The teacher may now utter the *second* sound twice, \check{a} , \check{a} , and require the pupils to imitate it twice; then three times; then once. Call it the *second sound* of *a*.

The teacher may utter the *first* and the *second* sounds of *a* in alternation, making short pauses between them, and require the pupils to imitate them, \bar{a} , \check{a} ; \bar{a} , \check{a} . The pupils may repeat these two sounds in alternation three times, \bar{a} , \check{a} ; \bar{a} , \check{a} ; \bar{a} , \check{a} . Afterward the teacher may request them to make each sound as it is called for, as: first sound of \bar{a} ; second sound of \check{a} ; first sound, \bar{a} ; second sound, \check{a} ; second sound, \check{a} , etc.

By this exercise the pupils will be led through a simple and practical means to distinguish, to utter, and to designate the several sounds of the letters.

Second Exercise.—A second exercise for training the ear and voice may be introduced by requiring the pupils to imitate the teacher in making a *third sound* of \ddot{a} , as in *cär*, thus, \bar{a} , \check{a} ; \ddot{a} , \ddot{a} . Next request them to utter this *third* sound of \ddot{a} in alternation with the *first* and *second* sounds, thus: \bar{a} , \check{a} ; \bar{a} , \check{a} ; \check{a} , \check{a} ; \bar{a} , \bar{a} ; \check{a} , \check{a} ; \bar{a} , \check{a} ; \ddot{a} , \ddot{a} ; \bar{a} , \check{a} ; \ddot{a} , \ddot{a} ; \bar{a} , \check{a} , \ddot{a} ; \ddot{a} , \check{a} , \bar{a} , etc. Care should be taken

in relation to pauses between the succeeding sounds. The teacher may now request the pupils to make these sounds as they are called for; thus, make the *first* sound of *ā*, make the *third* sound of *ä*, the *second* sound of *ǎ*; the *third* sound, the *second* sound, the *first* sound, etc.

For leading the pupils to take more accurate notice of different sounds, the teacher should utter them distinctly and request the pupils to tell *which* sound is uttered, as each of the following sounds are made: *ā*, *ä*, *ǎ*, *ǎ*, etc.

Third Exercise.—This training through the ear may be continued by teaching the pupils to recognize and to utter the *fourth* sound of *a*, as in *all*; proceeding as with the third sound, including a review of the three sounds already learned. Inasmuch as the *fifth* sound of *â*, as in *fare*, *air*, *care*, and the *sixth* sound of *á*, as in *opera*, *ask*, *chant*, *last*, *pass*, are not so readily distinguished nor so easily uttered as the first four sounds of *A*, it is better to omit these two sounds until the pupils have acquired greater accuracy in distinguishing sounds, and more skill in the use of the voice; and until, by proper training of the ear and voice, they have become *prepared to learn* phonetics by means of classified sounds of the several letters. As a simple step toward classifying the sounds of letters, the teacher may now write the letter *a* four times on the blackboard, placing the numbers over them; thus,—

1	2	3	4
<i>a</i> ,	<i>a</i> ,	<i>a</i> ,	<i>a</i> .

The teacher may then point at each letter in order, requiring the pupils to utter its sound as indicated by the number. The letters should also be pointed at out of the given order, and the pupils taught to utter their respective sounds.

Each of these sounds may be written three times, and numbered as before, then the pupils may be requested to make *all the first sounds of a*; then to make *all the fourth sounds*; then all the *second sounds*; then all the *third sounds*, etc. Afterward the teacher may utter these sounds, one at a time, and request pupils to point out the letter that represents the sound made.

Fourth Exercise.—*Sounds of E.*—The ear and voice training may be continued by the use of the *two sounds of e*—the *first sound* of ē, as in *me*; and the *second sound* of ě, as in *met*. The teacher will proceed to utter each sound, and the pupils to distinguish it, as they did with *a* in the preceding exercise—thus *exercising their organs of hearing* by distinguishing the sounds, and *training their voices* by uttering them.

The letter *e* may then be written six times on the blackboard, and marked as follows:—

1	2	1	2	1	2
<i>e,</i>	<i>e;</i>	<i>e,</i>	<i>e;</i>	<i>e,</i>	<i>e.</i>

The pupils may now be taught to utter each sound, indicated by the number, as the letter is pointed at. The pupils may make all the *first sounds of e*; then all the *second sounds of e*; and the exercise for this letter

may be continued as were those for the sounds of *A*, including that of the blackboard exercise.

Fifth Exercise.—*Sounds of I.*—The training exercises for the ear and the voice may be continued with the *two sounds of I*—the *first sound* of *ī*, as in *ice, fire*; and the *second sound* of *ĭ*, as in *pin, fin, in*, in the same manner as with the sounds of *E*, including the blackboard exercise:—

$\overset{1}{i}, \overset{2}{i}; \quad \overset{1}{i}, \overset{2}{i}; \quad \overset{1}{i}, \overset{2}{i}.$

Sixth Exercise.—*Sounds of O.*—The *three sounds of O*—the *first sound* of *ō*, as in *old, no, go*; the *second sound* of *o*, as in *on, not, top*; and the *third sound* of *o*, as in *to, moon, do*, may be used for the training exercises, in the same manner as already described for *A*, *E*, and *I*.

$\overset{1}{O}, \overset{2}{O}, \overset{3}{O}; \quad \overset{1}{O}, \overset{2}{O}, \overset{3}{O}.$

Seventh Exercise.—*Sounds of U.*—The ear and voice training should be continued with the *four sounds of U*—the *first sound* of *ū*, as in *cube, tune, use*; the *second sound* of *ŭ*, as in *fun, tub, up*; the *third sound* of *u*, as in *full, should*; and the *fourth sound* of *u*, as in *burn, fur, urge*, as with the previous letters. The blackboard portion of the training will enable the pupils to associate the several sounds with letters in the order here given, which will be useful in later lessons.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>u,</i>	<i>u,</i>	<i>u,</i>	<i>u;</i>		<i>u,</i>	<i>u,</i>	<i>u,</i>	<i>u.</i>

It will be observed that the sense of *sight* is employed in addition to that of sound, in these lessons in phonetics, both by the use of numbers and by diacritical marks, to indicate the different sounds.

Before the close of each exercise, all the sounds used in that exercise should be reviewed. And the sounds learned in the preceding exercises should be reviewed once each week. Sometimes require the pupils to give the *second sound* of each of the letters, thus, *ă, ě, ĭ, ō, ů*; then to give the *first sound* of each, as *ā, ē, ī, ō, ū*, etc.

Eighth Exercise.—*Sounds of M, N, F, V, K, T, S.**—

The ear and voice-training exercises may be continued by the use of the following sounds, as described. The teacher may utter the *m-sound* twice and require the pupils to imitate it twice; then they may be told to repeat these two sounds two or three times.

Next the teacher may utter the *n-sound* twice and request the pupils to imitate it; also to repeat these sounds two or three times, as with the *m-sound*. Then the *m-sound* and the *n-sound* may be repeated in alternation two or three times.

Proceed in the same manner with *F-sound*, and the

* The teacher may find suggestions for teaching pupils to utter the sounds of each of these letters by reading the methods given in "Training the Ear and the Voice with Consonant Sounds," pages 16-29.

V-sound; also with the *K-sound*, the *T-sound*, the *S-sound*, etc.

If the teacher will keep the fact prominently in mind that *the chief purpose of these exercises is to train the organs of hearing in distinctness and accuracy, and the voice in flexibility, clearness, and ease of utterance*, it will be seen how the purpose may be attained through the use of a variety of exercises.

The teacher will please notice that the two important matters demanding attention in these early stages of the school-room work are :—

First. To ascertain the condition of the pupils, as to their ability to use their senses properly.

Second. To train them in such ways of using their powers of mind as will lead to habits of getting correctly whatever knowledge may be presented, whether it must be acquired through the ear, the eye, or through other organs of sense. When the purpose of these steps in training is understood, the skillful teacher will be able to devise other similar methods for attaining the ends in view.

COMPARING SOUNDS OF LETTERS.

AFTER the pupils have had the training of the ear and the voice provided by the preceding exercises, they will be prepared for comparing sounds of letters as heard in the pronunciation of words. For this purpose the teacher may write lists of words, each having a sound of the same letter, on the blackboard, without diacritical marks or other signs for indicating the different sounds, and then request the pupils to find *two letters*, or more, in the given words, that have *the same sound*. The following list will indicate suitable groups of words for

Comparing the A-Sounds.—

<i>cake</i>	<i>cat</i>	<i>car</i>	<i>call</i>
<i>make</i>	<i>bag</i>	<i>arm</i>	<i>ball</i>
<i>mat</i>	<i>barn</i>	<i>salt</i>	<i>play</i>
<i>farm</i>	<i>chalk</i>	<i>rake</i>	<i>hat</i>
<i>walk</i>	<i>bake</i>	<i>man</i>	<i>star</i>
<i>yarn</i>	<i>shawl</i>	<i>late</i>	<i>fan</i>

First request the pupils to pronounce the words of each column distinctly and to notice whether *all the a-sounds* in the words are alike. Then request them

to find two words in the same column with like sounds of *a*. Call upon individual pupils to state which two *a*'s have the same sound. The answers may be given in the following manner :—

The *a* in *cake* sounds like the *a* in *make*. The *a* in *farm* sounds like the *a* in *yarn*. The *a* in *cat* sounds like the *a* in *bag*. The *a* in *chalk* sounds like the *a* in *shawl*. The *a* in *rake* sounds like the *a* in *late*, etc.

Afterwards request the pupils to find two words in different columns that have like *a*-sounds. Three or more exercises should be had in comparing the *a*-sounds.

Comparing E-Sounds and I-Sounds.—Write on the blackboard the following, or similar lists of words containing the sounds of *E* and of *I* :—

<i>me</i>	<i>met</i>		<i>kite</i>	<i>pin</i>
<i>sheep</i>	<i>shed</i>		<i>pie</i>	<i>milk</i>
<i>hen</i>	<i>eat</i>		<i>sing</i>	<i>slide</i>
<i>tree</i>	<i>nest</i>		<i>night</i>	<i>stick</i>
<i>pen</i>	<i>see</i>		<i>spin</i>	<i>ride</i>

First conduct the exercise with the *E*-sounds in a manner similar to those for the *a*-sounds, leading the pupils to discover and say : The *e* in *tree* sounds like the *e* in *eat*. The *e* in *hen* sounds like the *e* in *nest*, and proceed with the *I*-sounds, as follows :—

The *i* in *kite* sounds like the *i* in *night*. The *i* in *sing* sounds like the *i* in *stick*. In this manner let the pupils compare all the *e*-sounds and all the *i*-sounds in these columns.

Comparing O-Sounds.—The following lists of words are suitable for comparing the sounds of *O*. Proceed as with the sounds for *A*.

<i>nose</i>	<i>not</i>	<i>noon</i>	<i>moon</i>
<i>rope</i>	<i>top</i>	<i>two</i>	<i>cold</i>
<i>doll</i>	<i>rose</i>	<i>gold</i>	<i>box</i>
<i>shoe</i>	<i>who</i>	<i>lock</i>	<i>four</i>
<i>snow</i>	<i>fox</i>	<i>school</i>	<i>hot</i>

Write on the blackboard two or more columns of words that represent three sounds of *o*. Teach the pupils to compare the sounds in each of these words, as follows, or in a similar manner:—

The *o* in *rope* sounds like the *o* in *four*. The *o* in *box* sounds like the *o* in *doll*. The *o* in *shoe* sounds like the *o* in *two*.

The pupils may also be required to find how many of these words contain the same sound of *o*. They might say the *o* in *nose*, in *snow*, in *cold*, in *gold*, in *rose*, and in *rope*, sound alike. They may also compare the *o*-sounds in other words, and say how many are alike.

Comparing U-Sounds.—Proceed in comparing the following words to find like *U*-sounds, as in the previous exercises.

By comparing the *u*-sounds in the words of the following columns it will be seen that *u* has four sounds:—

The *u* in *cube* sounds like the *u* in *cure*. The *u* in *cup* sounds like the *u* in *such*. The *u* in *puss* sounds like the *u* in *full*. The *u* in *fur* sounds like the *u* in

burn. Request the pupils to find how many of these words contain like sounds of *u*.

<i>cube</i>	<i>cup</i>	<i>bush</i>	<i>burn</i>
<i>blue</i>	<i>tub</i>	<i>full</i>	<i>urge</i>
<i>fun</i>	<i>put</i>	<i>cure</i>	<i>pull</i>
<i>puss</i>	<i>curl</i>	<i>such</i>	<i>true</i>
<i>fur</i>	<i>sure</i>	<i>should</i>	<i>must</i>

Double Vocal Sounds.—When the sounds of two letters are joined, so that both sounds are heard together, as *o i*, in *noise*, *o y*, in *boy*; and *o u*, in *found*, *o w*, in *cow*, the sounds may be called *double sounds*. They may be recognized readily in the following words: *oil*, *coin*, *voice*, *boy*, *toy*, *joy*; *bound*, *our*, *round*, *cow*, *bow*, *now*.

The several sounds represented by *th*, *ch*, *sh*, *wh*, *zh*, *ng*, are *single sounds*, as will clearly appear in following lessons.

These simple exercises in comparing sounds may be given to pupils during the first year in school. Three or four lessons should be given with each of these groups of sounds.

TRAINING THE EAR AND THE VOICE

WITH CONSONANT SOUNDS.

CONSONANT sounds *can be uttered alone* as perfectly as vowel sounds, notwithstanding the sounds represented by consonants are not full-voiced as are those of the vowels. It is true that we cannot pronounce the alphabetical *name* of a consonant letter without using the sound of a vowel letter; nevertheless, *we can utter all the sound represented by a consonant letter as completely as we can utter the entire sound of a vowel letter.* This fact will be apparent by observing the succeeding directions for uttering consonant sounds.

It will be observed, in the following exercises, that *the letters representing consonant sounds are arranged in pairs.* This is done in order that the learner may have the benefit of associating those *sounds that are formed with the vocal organs in the same or in a similar position;* and also that the *use of the breath* and of the *voice* may be distinctly noticed in the utterance of these sounds. *The sounds are named* that both teacher and pupils may readily remember them, and easily state which sound is referred to.

An exercise in these sounds may be limited to *one pair of sounds* per day, for the younger pupils; but for the older pupils two or three pairs of sounds may

be given at a lesson. With each succeeding lesson the least familiar pairs of sounds, previously taught, should be uttered two or three times before beginning with new sounds.

M and N-Sounds.—Training the mind through the ear and voice may be continued with the proper use of consonant sounds, by requiring the pupils to utter them, and to notice the positions of the *lips*, *teeth*, and *tongue*, as the sounds are uttered. The sounds of *m* and *n*, being easy to make, are appropriate for the first exercise. The teacher may utter these sounds twice,—*m, m*,—and the pupils imitate them; then utter *n, n*,—and the pupils imitate.

These sounds may be uttered next, *alternately*: *m, n*; *m, n*; *m, n*; and the pupils requested to notice the position of the *lips* and *teeth*, as each letter is sounded. Also request them to tell *which sound* is made with the *lips closed*, and *which sound* with the *lips open*.

To produce the *m-sound*, open the teeth, and close firmly the air passage from the mouth with the *lips*, and force voice through the nose.

To produce the *n-sound*, open the teeth and *lips*, and close the air passage from the mouth by pressing the tongue against the upper teeth and gum, and force voice through the nose.

Let the pupils repeat the *m* and *n* sounds alternately, while observing the above positions of the organs—*m, n*; *m, n*.

Write these letters on the blackboard and require the pupils to sound each as it is pointed at; also to sound

each as *its name is called by the letter that represents the sound.*

N. B.—The descriptions of the different positions of the voice-organs necessary to utter given sounds are intended chiefly as directions to aid the pupils in producing the desired sounds, and *not in any case* to be memorized and recited.

F and V-Sounds.—The teacher may utter the sound of *f* twice, as heard in *fine*, and the pupils imitate; then utter the sound of *v* twice, as heard in *vine*, and the pupils imitate. Lead the pupils to notice, as these sounds are made in alternation,—*f, v; f, v*,—whether *breath* is used in both sounds, or *breath* in one, and *voice* in the other; also to observe *which sound is uttered with voice*, and *which sound with breath only*. Having perceived the differences in these sounds, the pupils may now be led to observe the position of the voice-organs necessary to utter the sounds of these letters.

To produce the *f-sound*, place the *upper teeth* lightly upon the *lower lip* and gently force *breath* out.

To produce the *v-sound*, place the upper teeth upon the lower lip as before, press the lip gently, and force *voice* out.

Again, direct the pupils to place the teeth on the lip, in the proper position for sounding *f*, then to force out *breath* and *voice*, alternately, until they know that the sound of *f* is *produced by breath*, and the sound of *v* is *produced by voice*.

Write the letters *f* and *v* on the blackboard and require the pupils to sound each, as with *m* and *n*.

S and Z-Sounds.—The teacher may utter the sound of *s*, as heard in *sat*, *sip*, *sun*, and the pupils imitate it; then utter the sound of *z*, as heard in *zebra*, *zinc*, *zone*, and the pupils imitate it.

Then the sound of *s* and of *z* may be uttered, alternately, by the pupils, and they be led to notice *which sound is made with breath*, and *which sound is made with voice*.

Lead them also to observe that to produce the sounds of *s* and of *z*, *the tip of the tongue is placed near the front upper gum*, leaving a small central opening through which *the breath is gently forced to utter the s-sound*; and that *the voice is forced through it to utter the z-sound*. The position of the tongue remains the same for both sounds.

Write the letters *s* and *z* on the blackboard, and require the pupils to *sound* each as it is pointed at; also to sound it as its name is called.

T and D-Sounds.—Lead the pupils to discover the sound of *t*, by pronouncing the word *at* several times, making a pause between the *a* and the *t*, thus, *a-t*; *a-t*; *a-t*. Then the teacher may sound the *t* twice, and the pupils imitate it. Lead them to observe that the *t-sound is made with breath only*. Should any voice sound be heard in connection with the uttered sound for *t*, it indicates that the sound has not been made properly. To correct such error, teach the pupils to close the air passage from the mouth *by placing the tip of the tongue against the upper front teeth, and forcing the tongue abruptly from the teeth by breath*.

Afterward the pupils may be requested to press the tip of the tongue more *firmly* against the upper front teeth, and then attempt to force *voice* through, without allowing the tongue to separate from the teeth ; the result will be the sound of *d*.

As another way of teaching the utterance of *d-sound*, request the pupils to try to say *do*, without sounding the *o*.

Let the pupils repeat the *t* and *d* sounds, in alternation, and observe *which sound* is produced by *forced breath*, and *which sound* by *restrained voice*.

Write these letters on the blackboard, and request the pupils to sound each, several times, in alternation.

P and B-Sounds.—For leading pupils to distinguish the *p-sound*, the teacher may pronounce the word *ape*, making a pause between the *a* and *p*, and requesting the pupils to notice the last of these two sounds, *a-p* ; *a-p* ; *a-p*. Then the teacher may sound the *p* twice, and the pupils imitate the sound.

Let pupils distinguish the *b-sound* by pronouncing distinctly the following syllables, thus : *ă b*, *ě b*, *ĩ b*, *ŏ b*. The teacher may utter the *b-sound* twice, and the pupils imitate. Pupils may also learn to utter the *b-sound* by trying to say *bee* without sounding the *ee*.

Proceed in a manner similar to that for teaching the sounds of T and D, in leading the pupils to observe *which* of these sounds *is made with breath*, and *which with voice*. Guard against the error of using voice-sound in uttering *p*.

The *p-sound* may be made by *opening the lips abruptly* while forcing breath against them.

The *b-sound* may be made by pressing the lips together firmly and *attempting to force voice out*, but not allowing the lips to separate.

Write these letters on the blackboard, and require the pupils to sound each.

K and G-Sounds.—The pupils may be led to perceive the *k-sound* by listening to, then pronouncing the syllables *ă-k*, *ě-k*, *ǐ-k*, *ǒ-k*, with a pause between the two letters. Then let the pupils utter the *k-sound* separately. Do not allow any voice sound in its utterance.

The pupils may perceive the *g-sound* by pronouncing the syllables *ă-g*, *ě-g*, *ǐ-g*, *ǒ-g*; also by trying to say *go*, without sounding the *o*.

The teacher may utter the *k-sound* twice, and the pupils imitate it; then he may utter the *g-sound* twice, and the pupils imitate it; then require these sounds to be uttered in alternation, *k, g; k, g; g, k*.

To form the *k-sound*, press the root of the tongue against the roof of the mouth, open the teeth and depress the lower jaw, then separate the tongue abruptly from the roof of the mouth by *forcing breath out* suddenly.

To form the *g-sound*, let the tongue occupy the same position as for *k*, and attempt to separate it from the roof of the mouth by *forcing voice out*, but keep the tongue firmly in its position.

Write the letters *k* and *g* on the blackboard, and require the pupils to sound them.

L and R-Sounds.—The teacher may utter the sound

of *l*, as in *all*, *law*, and the pupils imitate it ; and then utter the sound of *r*, as in *far*, *nor*, *red*, and the pupils imitate it. Then the sounds of *l* and *r* may be uttered alternately ; thus, *l, r ; l, r ; l, r* ; and the pupils repeat them. It will be noticed that these sounds may be prolonged, as well as the sounds of *m* and *n*.

To produce the *l-sound*, place the tip of the tongue against the gum of the upper front teeth, and force voice over the sides of the tongue.

To produce the *r-sound*, elevate the middle of the tongue, so as nearly to touch the roof of the mouth, and force voice over it.

Take care that the pupils distinguish the difference between an *l-sound* and an *r-sound*. Use the blackboard as in previous lessons.

During all of these exercises with consonant sounds, care should be taken to train the pupils to distinguish between *breath-sounds* and *voice-sounds*. Success in learning to utter these sounds depends upon the ability to distinguish between the two classes of sounds. This distinction is especially necessary in learning to utter correctly the sounds that follow. It should be remembered, whenever two letters taken together are used to represent a single sound, as : *th, ch, sh, wh, zh, ng*, etc., that the *sound is as distinctly a single sound* as if it were represented by a single letter. [See pages 28, 29.]

Th-Sounds.—The teacher may utter the *voice-sound* of *th* three times, and require the pupils to imitate it ;

then utter the *breath-sound* of *th* three times, and require the pupils to imitate it; then utter the two sounds alternately, and require the pupils to imitate them.

The *two sounds of th* can be remembered most readily when called by the names—*breath-sound of th*, and *voice-sound of th*.

The *breath-sound* is heard in *thin, think, thank, both, truth*.

The *voice-sound of th* is heard in *this, that, them, these, they, with, breathe, beneath*.

The pupils may be led to distinguish these two sounds, by pronouncing the words given in the above groups distinctly, and noticing that *breath* is used in uttering the *th* of the first group, and that *voice* is used for sounding the *th* of the second group.

Let the pupils utter the *breath-sound of th* twice; then the *voice-sound of th* twice; then utter them in alternation.

The *th*-sounds are produced by placing the tip of the tongue against the front upper teeth, and by forcing *breath* between them, for the *breath-sound*, and forcing *voice* between them, for the *voice-sound*. Let these sounds be repeated until the pupils can readily produce each. Write words on the blackboard containing these sounds, and request the pupils to distinguish and to utter each sound of *th*.

Sh and Zh-Sounds.—The *sh-sound*, which is a *breath-sound*, is heard in the words *shall, shell, shine, shop, wish*; also in the words *chaise, sure, sugar, nation*.

To produce the *sh-sound*, place the tongue in nearly the same position as for the *s-sound*, but a little farther back from the front teeth, then force *breath* over it.

The *zh-sound* is heard in the words *azure*, *glazier*, *measure*, *pleasure*, *leisure*, *usual*.

To produce the *zh-sound*, place the tongue in the same position as for the *sh-sound*, then force *voice* over it.

The teacher may utter these sounds for the pupils to imitate as in previous lessons ; also require the pupils to utter these sounds in alternation, until they can produce the breath and the voice-sounds correctly, and can distinguish them in written words.

Ch-Sounds.—The teacher should utter the *ch-sound* several times, requiring the pupils to imitate it ; then this sound should be compared with the *sh-sound*, and the pupils led to notice that the *ch-sound* is *very short and abrupt*, while the *sh-sound* is *longer and flowing*. Training the pupils to utter the *ch-sound* correctly will enable them to avoid the common mistake of sounding it like *sh*.

The *ch-sound* may be perceived by pronouncing, distinctly, the words *each*, *rich*, *church*, *cheese*, *bench*, *lunch*, *chest*, *chin*, *chalk*.

To produce this sound, place the tongue against the roof of the mouth and force breath abruptly between them. Remind the children of the sound made by the steam-cars—*ch*, *ch*, *ch*,—as an aid in leading them to distinguish the short, sudden sound of *ch*.

When the sound of *sh* is used in place of *ch*, as in

chalk, child, cheese, church, the error should be pointed out, and the pupils requested to make several corrections of this mistake.

Y and J-Sounds.—The teacher may lead the pupils to distinguish the sound of *y* by pronouncing slowly the words *yarn, yes, yet, year, you, your, yoke*, and noticing the light short sound that begins each word.

By placing the voice-organs in the position for uttering *ē* as in *me*, and beginning the sound of *ē*, but immediately contracting and stopping the sound, by bringing the tongue and palate nearer together, the *y-sound* will be produced.

The pupils may be led to distinguish the *j-sound* by pronouncing the following words,—*age, edge, cage, wedge, jay, jet, joy, jump*. This sound should be called the *j-sound*, whether it be represented by *j*, or by *g*.

N. B.—Do not teach this as a “soft sound of *g*.” Call it the *j-sound*.

Wh and W-Sounds.—*Wh* is a *breath-sound*, and it is not properly uttered if any voice-sound is heard when *wh* is sounded. The pupils may obtain an idea of the nature of the *wh-sound* by striking the air with a whip, or a slender pointer. The sound may also be heard in the following words,—*what, wheel, when, whine, white, whip, whoa*—by prolonging the *wh* while pronouncing them. Require the pupils to repeat the *wh-sound*, separately, several times.

The teacher may lead the pupils to distinguish the

w-sound by prolonging the sound of *w* while pronouncing the following words,—*wake, walk, we, wet, wide, wish, woke, wood.*

The sound of *w* may be made by placing the lips in a position for uttering the sound of *oo*, as in *moon, noon*, or the sound of *o* in *do, to*, and immediately on beginning the sound of *oo* contract the lips slightly, and stop the sound.

H, Qu, and Ng-Sounds.—The *h-sound* may be heard in the words *hay, hat, hall, he, hen, hide, hit, hold, hot, hue, hut.* This sound may be produced by expulsive whispers, or suddenly forced breaths when the voice-organs are in position for uttering the sounds of *ā, ē, ī, ō, ū*, as *ha, he, hi, ho, hu.*

The *q*, when alone, represents no sound.

The *qu* represent the sound of *kw* in the words, *quail, quack, queen, queer, quite, quit, quote.*

The *qu* represent the sound of *k* in *antique, basque, masquerade, oblique, pique, quadrille.*

The *ng-sound* may be distinguished by carefully pronouncing the words *bring, cling, fling, king, long, lung, rang, ring, sing, song, strong, wing, young; bring-ing, ring-ing, sing-ing.*

Pupils properly trained to sound the *ng*, will readily understand that it is a *very faulty pronunciation* to say *ring-in, sing-in, go-in*, and they will know how to correct it.

C, Q, and X have no sounds of their own.—These letters represent no sounds that do not belong to some

other letter. There is no sound that may be named exclusively as the *c-sound*, the *q-sound*, or the *x-sound*. These letters are substitutes, representing the sound of some other letter, which sound is better known by the name of that other letter.

Naming the Sounds.—In this plan for teaching the elementary sounds, *each sound takes its name from that letter which most commonly represents the sound*. Therefore the pupils are taught to say that, *c* has the *k-sound* in eake, eat, eold, eurl, eup; that, *c* has the *s-sound* in acid, face, cede, cent, cell, ice, race, since; that, *c* has the *z-sound* in discern, sacrifice, sice, suffice; that, *c* has the *sh-sound* in enunciate, ocean, social.

C is frequently a silent letter, having no sound in back, clock, czar, indict, lock, rock, scene, victuals.

X represents the sound of *ks* in ax, box, six, tax; and the sound of *gz* in exact, exist, exalt; and the sound of *sh* in anxious, noxious, luxury.

While teaching the foregoing groups of sounds, words containing the sounds of the given group should be written on the blackboard, and the pupils required to distinguish the letters that represent each sound, and to utter their respective sounds.

In teaching the names of the different sounds always call them by the name of that letter which most commonly represents the sound in our language, as in the foregoing lessons. If *c* represents the *k-sound*, say, the *c* has the *k-sound*; if it represents the *s-sound*, say, the *c* has the *s-sound*; if the *s* represents the *z-sound*, say, the *s* has the *z-sound*.

Do not teach that *c* has a hard sound like *k*, nor that *c* has a soft sound like *s*.

Do not teach that *g* has a hard sound, as in *gun*; nor that it has a soft sound, as in *gem*; but teach that *g* in *gun* has the *g-sound*; and that *g* in *gem* has the *j-sound*.

Do not teach that *s* has the soft sound, as in *sand*; nor that it has a hard sound, as in *was*; but teach that *s* has the *s-sound* in *sand*, *salt*, *sun*; and that *s* has the *z-sound* in *his*, *lands*, and *shoes*.

Number of Sounds in Our Language.—We have in our language *twenty vocal sounds*—single and double—and *twenty-five consonant sounds*, making *forty-five sounds* in all; but we have only *twenty-six letters* in our alphabet with which to represent all of these sounds; and *three* of the twenty-six letters represent no sound of their own, hence there are only *twenty-three* single letters to represent *forty-three* single sounds, and *two* double sounds.

Five letters—*a, e, i, o, u*—represent *eighteen single sounds and two double sounds*.

Nineteen letters—*b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z*—represent, singly or in combination, *twenty-five* distinct sounds. *Eighteen* of these consonant sounds are each represented by a single letter, and the remaining *seven* of them are represented by the union of *two letters each*, as : *ch, ng, sh, th, zh, wh*. Each of these sounds is entirely distinct from the sound of each of these letters when used singly; and each is just as completely a *single sound* as if it had been represented

by a special single letter. Hence, when speaking of the sounds which are represented by *two letters*, instead of one letter, we should say the sound of *ch*; the sound of *sh*; the sound of *wh*; the voice sound of *th*, etc. *We should not say* the sound of *c and h*, the sound of *t and h*, of *w and h*, etc.

VOWEL SOUNDS GROUPED.

THEIR NAMES AND DIACRITICAL MARKS.

IN the preceding pages attention has been given chiefly to methods for training the ear and the voice through instruction in elementary sounds of our language. How to distinguish and how to utter each of these *forty-five sounds* have been shown. The means of training already furnished, though of great value in itself, does not supply all that is needed to secure the full and practical results that may and should be attained therefrom. It now remains, therefore, to extend the knowledge of sounds so that it shall become a still more practical aid in learning reading and spelling.

Teachers understand the necessity of correct and ready pronunciation in reading, and of correct and ready spelling in writing. Whatever will give facility to the pupils in acquiring a mastery of these two, will contribute much toward proficiency in other forms of knowledge. Exercises for properly training the pupils to associate the several sounds of our language with the letters used to represent them, will aid the pupils in learning to spell, and guide them to a correct and ready pronunciation of words in reading. Toward accomplishing these important ends will be the leading aim in the following lessons. It is no part of our purpose to

teach *phonetics as an end*; but rather to use the knowledge of sounds, which may be gained by these exercises, as a means toward securing a better and a readier use of our language in speaking, reading, and writing.

It will be noticed that *words containing the same sound* are grouped in a column; and that in some of the words the *same sound is represented by different letters*. By proper attention to these facts the pupils may become familiar with a given sound, also with the different ways by which the sound is commonly represented.

The *numbers over the columns* indicate the *name of the sound*, as the first sound of *a*; second sound of *a*; third sound of *a*, etc. The *diacritical mark with a letter* indicates *the sound* of that letter.

Names of Sounds.—To one acquainted with the character of the sounds of our language and with the difficulties in teaching them, but little observation is needful to discover that the common terms—*long sound, short sound, broad sound, flat, sharp, open, close, shut, Italian and German sounds*, used as names of sounds, are *meaningless and indefinite to the learner*. These terms may serve to designate classes or kinds of sounds, but they do not individualize and name particular sounds; nor do they definitely indicate the character of any sound; and for this reason they are of little or no use in teaching children to designate sounds. *Simple names of sounds*, such as can be easily learned and remembered, are necessary to success in teaching phonetics. An experience with thousands of children, including those

of many different nationalities, during twenty-five years, has amply demonstrated the practical value of *naming the several vowel sounds by numerals.*

THE A-SOUNDS GROUPED.

1st.	2d.	3d.	4th.	5th.	6th.
āle	ăt	ärm	ăll	áir	ăsk
cāke	căt	călm	chălk	cāre	chānce
fāce	făn	fărm	fôr	fāre	făst
they	thănk	hărd	hăwk	thêre	tăsk
reïn	răft	ăunt	făult	thêir	măst
gāin	glăd	guărd	Geôrge	châir	glăss
gāuge	plăid	părk	ôught	peâr	păss
steāk	sănd	lăugh	broăd	whêre	stăff

Why and How to Use these Grouped Sounds.—

Why.—For teaching the *names* of the several sounds of the same letter; also for teaching which sounds are represented by other letters, and what letters thus represent the sounds.

How.—Write on the blackboard two or more columns of words, each column representing different sounds, and place over them the proper *numbers to name the sounds*; also affix the *diacritical marks* to the letters. Then, require the pupils to pronounce distinctly each word in a column, two or three times, until they notice that each word contains the same *a-sound*. Proceed in the same manner with the next column. If the column containing the *first sound of a* be used, the pupils may mention the *letter and name the sound*, as follows:—

A in *ale* has its first sound ; *A* in *cake* has its first sound ; *A* in *face* has its first sound ; *E* in *they* has the first sound of *a* ; *E* in *rein* has the first sound of *a* ; *A* in *gain* has its first sound ; *A* in *gauge* has its first sound ; *A* in *steak* has its first sound.

Proceed in a similar manner with each column of the *a-sounds*—pronounce each word distinctly ; mention the *letter* and *name the sound*.

When the sound is represented by another letter, in the word named, the pupils should state this fact clearly, as :—*O* in *for* has the *fourth* sound of *a* ; *O* in *George* has the *fourth* sound of *a* ; *O* in *ought* has the *fourth* sound of *a* ; the *E* in *there*, the *E* in *their*, and the *E* in *where* have the *fifth* sound of *a*.

Require the pupils to observe the diacritical marks for the *a-sounds* ; to utter the sounds thus indicated, and to copy the words and these marks.

When the pupils have learned the *name* for each of the *a-sounds*, and can tell *which letter represents the sound* in a given word, proceed with the *e-sounds*.

E-SOUNDS.			I-SOUNDS.		
1st.	2d.	2d.	1st.	2d.	1st.
ēve	ěnd	ěgg	īce	īn	aīsle
bēe	běst	běnd	bīte	bīt	buỹ
niēce	any	stěps	knīfe	knīt	choīr
oblīque	said	friěnd	aīe	been	guīde
pīque	says	hěalth	eīe	sīeve	mỹ
polīce	věry	bury	tīpe	hỹmn	prīce
siēge	yěs	thěn	whỹ	women	trỹ

Write the columns of words in these exercises on the blackboard, with the *name-numbers* of the vowels, and their *diacritical marks*. Let the pupils pronounce the words of the column, and *distinguish, name, and associate* the sounds of *e* and *i*, in a manner similar to that for the *a*-sounds.

The *e* in *eve* has its first sound. The *e* in *niece* has its first sound. The *i* in each of these words—*oblique, pique, and police*—has the first sound of *e*.

The *e* in *end* has its second sound. The *a* in *any* has the *second* sound of *e*. The *a* in *said* and in *says* has the *second* sound of *e*. The *e* in *egg* has its second sound. The *u* in *bury* has the *second* sound of *e*.

After the columns of words representing *I-sounds* have been written on the blackboard, and the sounds of *I* made familiar by pronouncing the words, the pupils may proceed to distinguish and name the sounds of *i* in the several words, as was done with the sounds of *e*.

The *i* in *ice* has its first sound. The *i* in *aisle* has its first sound. The *i* in *choir* has its first sound. The *y* in *aye, eye, type, why, try, buy, my*, has the *first* sound of *i*. The *i* in *in* has its second sound. The *i* in *knit* has its second sound. The *e* in *been* has the *second* sound of *i*. The *y* in *hymn* has the *second* sound of *i*. The *o* in *women* has the *second* sound of *i*. The *i* in *sieve* has its second sound.

In teaching the pupils to distinguish and name these sounds, the words may be taken by individual pupils, successively, and in the order of their arrangement in the columns.

The attention of the pupils should be directed to the *diacritical mark* for each vowel sound ; and they should be required to *utter the sounds* indicated by these marks. Let them also copy the words and the diacritical marks on their slates.

THE O-SOUNDS GROUPED.

1st.	2d.	3d.	4th.	4th.
ōld	ōn	ōoze	off*	soft*
bōne	bōx	bōot	broth	lost
cōne	cōt	cōol	cost	long
fōur	fōg	frūit	frost	moss
stōre	stōp	sōup	song	moth
beau	whæt	whō	dog	toss
sew	was	grew	log	strong
dōor	yacht	shōe	God	wrong

* When *o* is followed by *ff*, *th*, *st*, *ss*, or *ng*, it has a medium sound, between the *o* in *nōt* and the *o* in *nōught*. This sound of *o* occurs, also, in some other words, as *gone*, *dog*, *God*, etc. In order that pupils may learn to distinguish this medium sound of *o*, several of this class of words have been grouped together, and the sound called the *fourth sound of o*. A wrong tendency in pronouncing these words is to give *o* the sound that it has in *ōught*. It is customary in a dictionary to mark the *o* in such words like the *o* in *nōt*; and yet the same authority tells us that "To give the extreme short sound of *o* in *nōt* to such words is affectation; to give them the full broad sound as in *nōught* is vulgar." To avoid both extremes in pronouncing this class of words, a *fourth group of o-sounds* is given here. [See Webster's Dictionary. Principles of Pronunciation, note under section 21.]

Proceed to train the pupils to distinguish, to name, and to utter the sounds of *O* in a manner similar to that pursued with the sounds of *A*, *E*, and *I*.

The *o* in each of the words, *old*, *bone*, *cone*, *four*, *store*, *door*, has its first sound. The *eau* in *beau*, and the *ew* in *sew* have the *first* sound of *o*.

N. B.—Common errors are heard in the pronunciation of the following and similar words ending with the *r*-sound,—*four*, *fore*, *door*, *floor*, *more*, *store*, etc.—The mistake usually consists in giving to the *o* in each of these words the fourth sound of *a*, as in *fôr*, *nôr*, *ôught*, instead of giving the *first* sound of *o*. Teachers should take spécial care in training their pupils to give the correct sound of *o* in *four*, *door*, *store*, etc.,—*which is the first sound of o*.

The *o* in the words, *on*, *box*, *cot*, *fog*, *stop*, has its second sound. The *a* in *what*, *was*, *yacht*, has the *second* sound of *o*.

The *oo* in *ooze*, *boot*, *cool*, and the *o* in *soup*, *who*, *shoe*, have the *third* sound of *o*. The *u* in *fruit*, and the *ew* in *grew*, have the third sound of *o*.

The *o* in the words of each column marked 4th represent a medium sound which may be distinguished between the *o* in *on* and the *o* in *nor*. By pronouncing the words of the column, this sound may be recognized. [See Foot-note on page 35.]

THE U-SOUNDS GROUPED.

1st.	2d.	3d.	4th.	4th.
cūbe	cūt	could	cūr	cūrl
blūe	būn	bōok	būr	ūr
dew	dōes	cōok	ūrge	gīrl
feūd	hūsh	ful	vērge	gērm
view	bōmb	fōot	bīrd	hēr
sūre	sōn	gōod	wōrk	nūrse
chew	sūch	pūss	chūrch	sīr
beaūty	tōngue	wōol	pēarl	wōrd

The exercises for distinguishing the sounds of *u* may be conducted as were those for the other vowel sounds.

The sound of *e*, of *i*, of *o*, and of *u*, in the words of the last two columns—those marked 4th—are so nearly the same that for the elementary phonic instruction these letters practically represent the same sound, and they may therefore be grouped together and called the *fourth sound of u*. This sound is heard also, with different degrees of distinctness, in many other words, as in *dollar, sugar, fern, learn, thirst, whirl, scourge, worm, turn, churn, myrrh*, etc.

PLAN OF THE LESSONS.

THE manner of grouping the several sounds of letters having been learned by means of the foregoing exercises, it will now be readily understood that the principle underlying the plan of these lessons is to lead the pupils—

First.—To perceive and distinguish the sounds, as the words are pronounced—chief attention being given to the vowel sounds represented.

Second.—To observe the letter that represents the perceived sound—attention being directed to the *sign* of the represented sound.

Third.—To observe that similar sounds are compared in different words, and that the words having *like sounds are arranged in groups* to enable the pupils to become readily familiar with the sounds. The sound of each group is named to facilitate remembering it.

Fourth.—The name given to a sound is *that of the letter which most commonly represents it*. Hence, when letters representing unusual sounds, as, *a* in *any, said, says,—was, what*; *e* in *they, rein,—their, where*; *i* in *pique, police*; *e* in *been*; *eau* and *ew*, in *beau, sew*; *ew* in *view*; *o* in *son, bomb, tongue*; *oo* in *book, foot, wool*, they are not classed as sounds of *a, e, i, o, u*, etc., because they do not represent sounds of their own alphabetic name, but sounds of other letters; therefore *they are classed and named* in accordance with the

sounds of the other letters which they respectively represent, as may be seen in the preceding lessons.* By this means the *number of sounds* named for each letter is *reduced to its smallest limit*, and the labor of learning them is diminished and so simplified that the children, both native and foreign born, in the primary classes, learn the sounds of our language readily.

N. B.—The teacher should carefully re-examine each of the preceding lessons in the light of the plan here stated.

* See pages 31, 32.

REVIEWING VOWEL SOUNDS.

THESE reviews should present the subjects under consideration in such a manner as to test the pupil's knowledge, and lead him to discover and to correct his mistakes, and also to give him a firmer grasp of the facts learned. Such reviews therefore should require careful thought on the part of the pupil, and not be made a memory exercise—a mere recitation of language. The facts to be reviewed must be the same as the facts learned, but their arrangement in review exercises, and the manner of presenting them, *should be different from those used in the first lessons for learning them.*

In the preceding classified groups the chief vowel sounds are so arranged that only like sounds appear in the same column. For reviewing these sounds words may be written on the blackboard, so arranged that a single column shall contain one or more words with each sound of the same vowel, somewhat as follows :—

A.	<i>E and I.</i>	O.	U.	<i>Oi and Ow.</i>
ball	fēnce	dōll	būd	coin
cārt	shĭp	prōve	tūne	boy
fōrk	trēe	tōast	pūll	cow
bāke	tĭme	tōōth	new	our
prey	said	frost	crūmb	noise
mān	swĭm	blōw	turn	town
stāir	rĭe	wash	wōlf	royal
pāth	fatĭgue	trūe	dūe	sound

Require the pupils to *name* the letter and to *utter* its sound in the column, as in previous exercises—*a* in *ball* has its *fourth* sound ; *a* in *man* has its *second* sound ; *o* in *fork* has the *fourth* sound of *a* ; *e* in *prey* has the *first* sound of *a*, etc.

The teacher may say, when requesting pupils to utter the sound of a letter in a given word, *What is the sound of a in cart? What is the sound of e in prey? What is the sound of a in said? What is the sound of o in prove? What is the sound of i in fatigue? What is the sound of a in wash? What is the sound of u in pull?*

The pupils should answer these questions by *uttering the sound of the given letter*.

When requesting the pupils to *name the sound of a given letter* in a word, the teacher may say :—

1. *Which* sound has *a* in *ball*? 2. *Which* sound has *a* in *stair*? 3. *Which* sound has *o* in *fork*? 4. *Which* sound has *y* in *rye*? 5. *Which* sound has *u* in *true*? 6. *Which* sound has *u* in *turn*? etc.

The pupils should answer these questions by *naming the sounds*, as :—

1. *Fourth* sound of *a*. 2. *Fifth* sound of *a*. 3. *Fourth* sound of *a*. 4. *First* sound of *i*. 5. *Third* sound of *o*. 6. *Fourth* sound of *u*, etc.

REVIEWING DIACRITICAL MARKS.

IN order that the pupils may acquire facility in uttering the vowel sounds indicated by the different diacritical marks, and become able to recognize the sound of any marked letter, request them to pronounce the following syllables, first from left to right, repeating the same sound, as—*kā, lā, tā*; then to pronounce a column downward, as—*kā, kǎ, k̄a, kạ, ká, kạ*, etc. Proceed in a similar manner through each of the following groups of vowel sounds:—

	<i>A.</i>			<i>E.</i>	
kā	lā	tā	kē	lē	tē
kǎ	lǎ	tǎ	kě	lě	tě
k̄a	l̄a	t̄a	k̄e	l̄e	t̄e
kạ	lạ	tạ	kē	lě	tě
ká	lá	tá		<i>I.</i>	
kạ	lạ	tạ	kī	lī	tī
			kǐ	lǐ	tǐ
			k̄i	l̄i	t̄i
			k̄i	l̄i	t̄i
	<i>O.</i>			<i>U.</i>	
kō	lō	tō	kū	lū	tū
kǒ	lǒ	tǒ	kũ	lũ	tũ
k̄o	l̄o	t̄o	kụ	lụ	tụ
kỏ	lỏ	tỏ	kụ	lụ	tụ
kô	lô	tô	kû	lû	tû
kõ	lõ	tõ			

Pronounce as Marked.—The following words may be written on the blackboard, with the diacritical marks, and the pupils required to pronounce them as indicated by the marks. The pupils may also copy the words and mark them.

As a subsequent review in the use of the diacritical marks the teacher may pronounce the words, and the pupils write them and mark them according to the pronunciation. The following list of words, containing different sounds, will indicate words that might be used for this purpose:—

bāke	eight	lāke	pause	ūse
bēat	ēast	lāmb	pēople	ūrge
broaḍ	fāme	līe	piēce	veil
bōwl	fāil	lōck	pułł	vērgē
būzz	fērn	lōok	rāre	voicē
brown	fūme	māte	rōute	
chāir	fūn	māt		weigh
chīp	found	maul	sīght	whāṭ
chōp		mȳrrh	shīrk	whīrl
cōre	guīde	mōve	sōon	whōle
cōugh	guēss		scoūrge	wōrd
cōme	gauze	naught	shoḷd	wound
		noisē	sōw	
dāunt	hālve	nōok		yiēld
dāwn	heārt		trūth	yoū
dīsh	hēir	ounce	tōn	yoūng
dōes	hūrt	ōoze	tower	

By a proper use of the foregoing exercises the pupils will be able *to name* and *to make* the sound of the vowels in a word, on hearing the word correctly pronounced. And by proper attention to *the diacritical marks*, the pupils will be able to ascertain and to utter the sound of any vowel that is correctly marked; and also to place the proper diacritical marks so as to indicate the vowel sounds. All of the exercises herein described need not be attempted in primary classes; many of them should be used in grammar-school classes.

CONSONANT SOUNDS GROUPED.

NAMES, DIACRITICAL MARKS, AND SILENT LETTERS.

HAVING already given attention to the chief *vocal sounds* in words, and observed the *diacritical marks* used to indicate their different sounds, the pupils are now prepared to give attention to the diacritical marks used for the consonant sounds.

In arranging the words containing the different consonant sounds in groups, so as to make certain that the *sounds* shall be clearly perceived by the pupils, selections of words have been made, as far as practicable, with the letter representing the given sound at the beginning, and of other words with the letter at the end, as, *make, room ; face, half.*

It is very important that pupils be trained to distinguish letters the sounds of which are uttered with *breath* only from those that are uttered with *voice*. In order to facilitate such training, the letters having *breath-sounds*, and those having *voice-sounds*, are grouped in separate columns. *These letters, representing breath and voice sounds, are arranged in pairs* to enable the pupils to observe more readily the position of the vocal organs when uttering the sounds of given letters ; also that they may notice when the vocal organs remain in the same position for both sounds of the

pair, and that the difference between the sounds is in the use of *voice* for one sound, and the use of *breath* for the other.

As a method of training the pupils to distinguish the several consonant sounds readily, and to make them familiar with the diacritical marks used to indicate these sounds, the teacher may *write the pairs of words on the blackboard*, in columns, using the diacritical marks, including a mark to indicate the silent letters, thus—*face*, *veil*, *oats*, *night*—and

First.—Require the pupils to pronounce the words in the two columns alternately, making the sounds of the given letters distinctly, as :—*face*, *veil* ; *fine*, *vine* ; *fold*, *vote* ; *loaf*, *rove* ; *sheaf*, *eve* ; *tough*, *of*.

Second.—Require the pupils to utter the sounds of each given letter in the pair, alternately, thus :—

f, v ; f, v ; f, v ; f, v ; f, v ; f, v.

Third.—Request the pupils to utter the same sound in each word of the column ; then to utter the other sound of the pair in each word of the other column, as :—

f, f, f, f, f, f ; v, v, v, v, v, v.

Fourth.—Request the pupils to *utter the several sounds* of given words, then to *name each sound* and each *silent letter*, thus : *f-ā-c*, *face* ; the *f* has the *f-sound* ; *a* has its first sound ; *c* has the *s-sound* ; the *e* is silent. *L-ō-f*, *loaf* ; the *l* has the *l-sound* ; *o* has its first sound ; the *a* is silent ; *f* has the *f-sound*.

Sh-ē-f, sheaf; *sh* has the *sh-sound*; *e* has its first sound; the *a* is silent; *f* has the *f-sound*.

T-ū-f, tough; *t* has the *t-sound*; the *o* is silent; *u* has its second sound; *gh* has the *f-sound*. Proceed in a similar way with the several words of each column.

Finally, request the pupils to write the words of each column, and to affix the proper diacritical marks. These exercises, with subsequent reviews, will give pupils a practical knowledge of the several sounds of letters, the marks that indicate them, and spelling of words.

BREATH AND VOICE SOUNDS.

<i>F and V.</i>		<i>S and Z.</i>		<i>M and N.</i>	
fāce.	veil.	stōne.	zōne.	māke.	nāme.
fīne.	vīne.	sēal.	zēal.	mild.	nīght.
fōld.	vōte.	soup.	ooze.	moist.	noīse.
lōaf.	rōve.	ōats.	nōse.	ārm.	yārn.
shēaf.	ēve.	sīnce.	sīce.	rōom.	nōon.
toūgh.	ōf.	wasp.	waş.	tīme.	nīne.

The four steps described above for the sounds of *F and V* may be taken with those of *S and Z* and *M and N*. The following statements relative to several words in the above columns will indicate the manner of proceeding with the sounds in the other words of the groups—utter the sounds, then name each:—

V-ā-l, *veil*; the *v* has the *v-sound*; the *e* has the first sound of *a*; the *i* is silent; the *l* has the *l-sound*.

O-v, *of*; the *o* has its second sound; the *f* has the *v-sound*.

Ō-t-s, *oats*; the *o* has its first sound; the *a* is silent; the *t* has the *t-sound*; the *s* has the *s-sound*.

N. B.—When the pupils have become familiar with the *names* of the several consonant sounds, the term, *its own sound*, may be used in place of naming the sound, *when the letter represents its own sound*, as :—

S-ĭ-n-s, *since* ; *s* has its own sound ; *i* has its second sound ; *n* has its own sound ; *c* has the *s-sound* ; *e* is silent.

O-z, *ooze* ; *o* has its third sound ; the second *o* is silent [or double *oo** has the third sound of *o*] ; *z* has its own sound ; *e* is silent.

S-ĭ-z, *sice* ; *s* has its own sound ; *i* has its first sound ; *c* has the *z-sound* ; *e* is silent.

W-a-z, *was* ; *w* has its own sound ; *a* has the second sound of *o* ; *s* has the *z-sound*.

The *w-sound* and the *y-sound* are very short and not easily uttered alone. It is therefore well to join these sounds with the vowel sound following, when sounding words like *wasp*, *was*, *wet*, *wish*, *yarn*, *yard*, *yet*, *yes*, etc., as : *wā-s-p*, *wā-s*, *wĭ-sh*, *yĕ-t*, *yā-r-n*, etc.

M-oi-s-t, *moist* ; *m* has its own sound ; *oi* are sounded together, and have the *oi-sound* ; *s* has its own sound ; *t* has its own sound.

N-ĭ-t, *night* ; *n* has its own sound ; *i* has its first sound ; *gh* are silent ; *t* has its own sound.

N-o-n, *noon* ; *n* has its own sound ; the first *o* has its third sound ; the second *o* is silent ;* *n* has its own sound.

* It is usually found that pupils learn more readily when taught to let one of the double letters represent the sound, and to call the other one silent, in such words as *moon*, *school*, *room*, *ball*, *muff*, etc., when describing the sounds ; but if preferred the pupils may say, the double *o* has the —, naming the sound, etc.

N. B.—It should be noticed that the *m-sound* and the *n-sound* are both *voice sounds*.

BREATH AND VOICE SOUNDS.

<i>P and B.</i>		<i>T and D.</i>		<i>K and G.</i>	
plāte.	bāke.	teâr.	dâre.	kĭck.	gĭg.
plow.	bough.	tĭck.	dĭd.	kĕg.	gĕt.
point.	boy.	tōast.	ōld.	cōal.	gō.
căp.	căb.	toss.	dog.	âche.	gâte.
lĭp.	rĭb.	trŭst.	dŏeş.	âsk.	gâsp.
pŭp.	tŭb.	wrōte.	tōld.	wĭck.	fĭg.

The four steps taken with the previous groups of consonant sounds may be continued with the above groups. The descriptions of the several sounds in the words may be changed, if the teacher prefers the following :—

P in *plow* has its own sound ; the *ow* are sounded together, and have the *ow-sound*.

B in *bough* has its own sound ; the *ou* are sounded together and have the *ow-sound* ; *gh* are silent.

The *b* in *boy* has its own sound ; the *oy* are sounded together and have the *oi-sound*.

The *c* in *cap* has the *k-sound* ; the *a* has its second sound ; the *p* has its own sound.

The *d* in *dare* has its own sound ; the *a* has its fifth sound ; the *r* has its own sound ; the *e* is silent.

The *t* in *toss* has its own sound ; the *o* has its fourth sound ; the first *s* has its own sound ; the last *s* is silent.

The *d* in *dog* has its own sound ; the *o* has its fourth sound ; the *g* has its own sound.

The *d* in *does* has its own sound ; the *o* has the second sound of *u* ; the *s* has the *z-sound* ; the *e* is silent.

In *wrote*, the *w* is silent ; the *r* has its own sound ; the *o* has its first sound ; the *t* has its own sound ; the *e* is silent.

The *a* in *ache* has its first sound ; the *ch* has the *k-sound* ; the *e* is silent ; (or the *c* has the *k-sound* ; the *h* and *e* are silent).

The *a* in *ask* has its sixth sound ; the *s* has its own sound ; the *k* has its own sound.

The sounds of the other words may be described in a similar manner.

BREATH AND VOICE SOUNDS.

<i>Th and Th.</i>		<i>Sh and Zh.</i>		<i>Ch and Wh.</i>	
thát.	thănk.	shāde.	āzûre.	chărt.	whăt.
this.	thĭn.	shēep.	sēizûre.	chĭp.	whĭp.
thōugh.	thōught.	chāiše.	glāziēr.	chēese.	whēat.
bāthe.	băth.	bush.	měasûre.	chûrch.	whĕn.
scythe.	mÿth.	sûre.	ōsiēr.	bĕnch.	whêre.
with.	trŭth.	wĭsk.	lĕisûre.	pĕrch.	whÿ.

Th-ō, *though* ; *th* has its *voice-sound* ; *o* has its first sound ; *ugh* are silent.

Th-ô-t, *thought* ; *th* has its *breath-sound* ; *o* has the fourth sound of *a* ; *t* has its own sound ; *ugh* are silent.

B-ā-th, *bathe* ; *b* has its own sound ; *a* has its first sound ; *th* has its *voice-sound* ; *e* is silent.

M-ÿ-th, *myth* ; *m* has its own sound ; *y* has the second sound of *i* ; *th* has its *breath-sound*.

S-ȳ-th, scythe ; *s* has its own sound ; *c* is silent ; *ȳ* has the first sound of *i* ; *th* has its *voice-sound* ; *e* is silent.

S-ē-zh-u-r, seizure ; *s* has its own sound ; *e* has its first sound ; *i* is silent ; *z* has the *zh-sound* ; *u* has its fourth sound ; *r* has its own sound ; *e* is silent. [The *ur* may be sounded together like *ur* in *burn*, if this mode is preferred.]

Ch-ā-z, chaise ; *ch* has the *sh-sound* ; *a* has its first sound ; *i* is silent ; *s* has the *z-sound* ; *e* is silent.

Sh-u-r, sure ; *s* has the *sh-sound* ; *u* has its first sound ; *r* has its own sound ; *e* is silent.

Ch-ä-r-t, chart ; *ch* has its own sound ; *a* has its third sound ; *r* has its own sound ; *t* has its own sound.

Wh-a-t, what ; *wh* has its own sound ; *a* has the second sound of *o* ; *t* has its own sound.

Ch-ē-z, cheese ; *ch* has its own sound ; *e* has its first sound ; *s* has the *z-sound* ; the second and last *e*'s are silent.

Ch-ur-ch, church ; *ch* has its own sound ; *ur* sounded together have the fourth sound of *u* ; *ch* has its own sound.

B-ě-n-ch, bench ; *b* has its own sound ; *e* has its second sound ; *n* has its own sound ; *ch* has its own sound.

Wh-ȳ, why ; *wh* has its own sound ; *y* has the first sound of *i*.

H-SOUND.

The sound of *h* resembles that of a panting dog. This sound is heard when the following words are distinctly pronounced :—*hay, hat, hear, hen, high, hill, hold, hot, hoop, hue, hut, hurt.*

VOICE SOUNDS.

<i>L and R.</i>		<i>Ng and J.</i>		<i>W and Y.</i>	
lād.	rāt.	song.	joy.	wāll.	yāwl.
like.	rīde.	trūnk.	jūmp.	wēak.	yiēld.
lōan.	rōll.	yoūng.	jūdge.	wāš.	yācht.
boil.	roil.	strīng.	gīn.	wēt.	yēt.
bōwl.	rōar.	léngh.	gēm.	wōre.	yōke.
vēal.	nēar.	thīnk.	brīdge.	wār.	yārn.

L in *loan* has its own sound ; *o* has its first sound ; *a* is silent ; *n* has its own sound.

B in *bowl* has its own sound ; *o* has its first sound ; *w* is silent ; *l* has its own sound.

R in *roar* has its own sound ; *o* has its first sound ; *a* is silent ; *r* has its own sound.

S in *song* has its own sound ; *o* has its fourth sound ; *ng* has its own sound.

Y in *young* has its own sound ; *o* is silent ; *u* has its second sound ; *ng* has its own sound.

S in *sting* has its own sound ; *t* has its own sound ; *r* has its own sound ; *i* has its second sound ; *ng* has its own sound.

J in *judge* has its own sound ; *u* has its second sound ; *d* is silent ; *g* has the *j-sound* ; *e* is silent.

G in *gem* has the *j-sound* ; *e* has its second sound ; *m* has its own sound.

B in *bridge* has its own sound ; *r* has its own sound ; *i* has its second sound ; *d* is silent ; *g* has the *j-sound* ; *e* is silent.

W in *wall* has its own sound ; *a* has its fourth sound ; *l* has its own sound ; the last *l* is silent.

Y in *yawl* has its own sound ; *a* has its fourth sound ; *w* is silent ; *l* has its own sound.

Y in *yacht* has its own sound ; *a* has the second sound of *o* ; *ch* is silent ; *t* has its own sound.

The sounds of the other words in these groups may be described in a similar manner.

N. B.—The chief purpose in describing the sounds of the several letters in the words is *to train the pupils to distinguish the different sounds readily*. When this end has been accomplished, the *description should be discontinued*. Afterwards the sounds of one or two letters only, in the given word, need be described.

SPECIALLY FOR TEACHERS.

IN the foregoing exercises directions have been given for thorough instruction in methods of learning each of the *forty-five sounds* of our language. Those pupils who have been taught in accordance with these directions must be able not only to distinguish all of these sounds, but also able to determine what letters represent each sound heard in any word that is properly pronounced.

The *descriptions of sounds* form a part of the methods of training the pupils to *distinguish the sounds readily*, but they *are not to be regarded as an end* in the teaching, nor as something to be memorized and recited. Whenever the purpose of these descriptions has been reached *the descriptions should be discontinued*, except for occasional tests with new words.

SOUNDS USED IN TEACHING READING.

From this time on the exercises in elementary sounds should be made a part of the teaching of new reading lessons; *not as lessons in sounds*, but as *aids to pronunciation and distinctness of enunciation*; and such aids should be used while the books are open, and the new reading lesson is being learned.

The directions given in the preceding pages *are not*

intended as a *course* to be followed in all cases literally and in detail, by the teacher; but these directions are to be treated by intelligent teachers as groups of suggestions to aid them, through a variety of ways of presenting the subject, so that they may be able to meet all the conditions and needs of their pupils in matters of phonic instruction.

In some cases the use of all the methods herein suggested may be needed to secure the desired results in phonic training; while in other cases only those exercises that may be necessary to overcome particular defects in speech, and to secure a proper facility of utterance, need be presented. It is expected that teachers will use due discretion in these matters. When they have become as familiar with the subject of vocal phonics as careful attention to the exercises contained in the preceding pages will make them, they can readily meet the needs of their pupils in matters where the elementary sounds of our language may be used for correcting errors in pronunciation.

The following suggestions will indicate some of the ways in which the *sounds* may be used as an aid in teaching reading. In order to bring the knowledge of sounds already acquired by the pupils into more practical relations to reading and spelling, the exercise here mentioned should be conducted while the pupils have their books open; and they should be required to examine the words of one paragraph after another to find the given sounds, or to find that to which their attention is specially directed.

The pupils using a First Reader might be taught

to find words in which the *a* sounds like *a* in *cake*; then to find words in which *a* sounds like *a* in *cat*; then to find words in which *a* sounds like *a* in *ball*, etc. [See "Comparing Sounds," page 12-15.]

Proceed in a similar manner in leading the pupils to find the sounds of other letters, as: words in which *e* sounds like *e* in *me*; or words in which *e* sounds like *e* in *ten*; or words in which *i* sounds like *i* in *kite*; or like *i* in *pin*; or words in which *o* sounds like *o* in *no*; or like *o* in *not*; or like *o* in *do*; or words in which *u* sounds like *u* in *use*; or like *u* in *up*; or like *u* in *full*.

In a similar manner they may be led to find words in which *c* has the *k*-sound; or words in which *s* has the *z*-sound. They may also be led to find silent letters.

The pupils, while reading in a First Reader, may be requested to find words in which *a*, or *e*, or *i*, or *o*, or *u*, has its first sound; also to find words in which *a*, or *e*, or *i*, or *o*, or *u*, has its second sound. They may be requested, also, to find words in which *c* has the *s*-sound; and words in which the *y* has an *i*-sound.

When a word is mispronounced, it may be written on the blackboard, the pupils required to *spell it by sight*; then to utter the sound of each letter singly and to pronounce the word correctly.

As the pupils become able to read in a Second Reader their attention may be called to other distinctions in the sounds of words, as: to find words in which *th* has

its *breath-sound*; to find words in which *th* has its *voice-sound*; to find words in which the *ch-sound* is heard; and words in which the *wh-sound* is heard; also to find the *silent letters* in words.

As the pupils make further progress in reading, and in their knowledge of sounds, they should be required to find words in their reading lessons in which the sound of a given letter is represented by another letter, as, the *first sound of a*, or the *fourth sound of a*, or the *second sound of e*, etc., in words like the following: They, eight, veil, nôr, fôm, eörn, said, says, thêre, whêre, whät, wås, any, hêr, lëarn, gïrl, fïrst, wôrk, wôrd, pïque, police, marïne, physïque, eôme, dône, rôugh, nône, wôlf, wôuld, etc.

When the pupils can distinguish the sounds represented by diacritical marks, the teacher may write on the blackboard words, the pronunciation of which the children can not readily give, place the proper diacritical marks on the letters, require the pupils to utter the sounds and pronounce the words, then to spell them by naming all the letters of the word and stating which letters are silent. In this manner teach the correct pronunciation of all difficult words so thoroughly that pupils will not continue to pronounce the same words incorrectly.

The teacher may devise many other exercises for using the sounds to aid the pupils in learning to read.

SOUNDS USED IN TEACHING SPELLING

AND THE MEANING OF WORDS.

THE arrangement of words in the following groups, shows several instances in which the same sound is represented by different letters; and within these groups are also shown pairs of words that are pronounced alike, while the words are spelled differently, and also have different meanings. These groups of words will greatly assist teachers in giving instruction in spelling, and in the meaning and use of words, by the aid of sounds; and they will also help the pupils in learning, and in remembering the spelling and the meaning of the words thus associated. It is expected that teachers will make other groups of words in which the sounds will aid in teaching spelling and the use of words.

For teaching the spelling and the meaning of the pairs of words in the following groups, proceed somewhat as follows:

First.—Write a pair of words on the blackboard, with the proper diacritical marks, and let the class *pronounce the words as indicated by the marks*. Then request pupils, singly, to spell each word *by sight*; then let one pupil at a time stand with back toward the words and spell the word by memory from sight.

Second.—Illustrate the meaning of each word, and use it. Then give the meaning of one of the words and require pupils to spell that word.

Third.—Erase the words from the blackboard and request the pupils to write them from memory; then test them as to the meaning of the words.

Fourth.—The words having been erased from both blackboard and slate, the teacher may utter the sounds of a word, as *ā t*, and request pupils to spell the word thus sounded in its different ways, and to tell what the word means in each of its forms of spelling, as, *ate*; *eight*. In the same manner the teacher may utter the sounds—*p ā n*, and the pupils spell the two words, *pane* and *pain*, and tell the meaning of each.

Proceed in a similar way with each pair of words.

The spelling and meaning of these pairs of words having been learned as above described, in subsequent lessons the teacher may utter the sounds of a pair of words, as *n ā*, and require the pupils to spell the word sounded in its different ways, and to state the meaning of the word in each form of spelling, as, *nay*; *neigh*. The spelling in these exercises may be oral or written.

Fresh interest may be added to the review exercise if the teacher will call upon pupils to select and to utter the sounds of a pair of words, and the other pupils to spell each word of the pair thus sounded, and to tell the meaning.

The teacher should make use of the several groups of words in the following pages, training the pupils in distinguishing differences in sounds, and in the ability to pronounce words with distinctness of enunciation.

WORDS CONTAINING THE SOUNDS OF A.

FIRST SOUND OF A.

āle	bāle	brāke	fāint	gāte
āil	bāil	breāk	feint	gāit
āte	bāy	bāyş	fāin	gāge
eight	bey	bāize	feign	gāuge
lāne	māde	māne	nāy	grāte
lāin	māid	māin	neigh	greāt
lāde	māle	māze	nāve	hāle
lāid	māil	māize	knāve	hāil
pāle	plāne	prāy	phrāse	sāle
pāil	plāin	prey	frāyş	sāil
pāne	pāste	plāte	rāin	slāy
pāin	pāçed	plāit	rein	sleigh
stāke	stāid	strāit	rāyş	vāle
steak	stāyed	strāight	rāiße	veil
wāit	wāy	wāste	wāve	vāin
weighth	weigh	wāist	wāive	vein
				vāne

SECOND SOUND OF A.

ădăş	băd	drăm	jăm
ădze	băde	drăchm	jămb
knăp	lăeks	răp	tăx
năp	lăx	wrăp	tăcks

THIRD SOUND OF A.

äre	älmsş	bälm	sälve
ärk	chärt	däunt	psälm
härt	läugh (f)	heärth	eälm
heärt			

FOURTH SOUND OF A.

ăll	ăught	elăwş	naught
ăwl	ôught	elăuşe	nôught
băld	băll	hăll	wăll
băwled	băwl	hăwl	wăwl

FIFTH SOUND OF A.

âir				stâre
hêir	beâr	hâre	thêir	stâir
	bâre	hâir	thêre	
êre				wâre
ê'er				wêar

SIXTH SOUND OF A.

eâst	eâsk	drâft	pâst
eâste	eâsque	drâught	pâssed

WORDS CONTAINING THE SOUNDS OF E.

FIRST SOUND OF E.

bē	çēde	frēeze	lēave	pēer
bēe	sēed	friēze	liēve	piēr
bēt	dēer	hēel	lēaf	pēel
bēat	dēar	hēal	hiēf	pēal
bēech	fēt	knēel	lēek	pēak
bēach	fēat	nēal	lēak	pīque
brēech	flēe	lēast	mēt	pēace
brēach	flēa	lēased	mēat	piēce
rēed	rēek	sēe	stēel	sēes
rēad	wrēak	sēa	stēal	siēze
sēm	shēer	tēm	tēar	
sēam	shēar	tēam	tiēr	

SECOND SOUND OF E.

bēll	brēd	çēll	çēnt	rēd
bēlle	brēad	sēll	sēnt	rēad
guēst		bērry		
guēssed		burý		

WORDS CONTAINING THE SOUNDS OF I.

FIRST SOUND OF I.

bȳ	ehoīr	fīnd	līe	lȳre
buȳ	quīre	fīned	lȳe	līar
rȳe	rīght	wrīte	sīze	slīght
wrȳ	rīte	wrīght	sīghȳ	slēight
sīde	sīght	sīgn	tīme	tīde
sīghed	sīte	sīne	thȳme	tīed

SECOND SOUND OF I.

bīn	buīld	çȳgnēt	gīlt	gīld
been	bīlled	sīgnēt	guīlt	guīld
hīm	kīll	līnks	mīst	rīng
hȳmn	kīln	lȳnx	mīssed	wrīng

WORDS CONTAINING THE SOUNDS OF O.

FIRST SOUND OF O.

bōw	bōard	eōarse	eōat	eōre
beau	bōred	eōurse	eōte	eorps
dōe	fōre	fōrth	grōan	lōne
dōugh	fōur	fōurth	grōwn	lōan
mōre	mōan	nō	ōar	lōre
mōwer	mōwn	knōw	ōre	lōwer
pōle	pōre	rōad	sew	sōar
pōll	pōur	rōde	sōw	sōre
		rōwed	sō	
tōe	tōad			sōwer
tōw	tōwed	shōwn	shōne	sewer

SECOND SOUND OF O.

lōck	nōt	erōps	blōck	watçh
lōugh (k)	knōt	eōpy	elōck	whæt
eōt	blōt	trōt	knōb	fōrehēad
dōt	gōt	stōp	eōrāl	bōrrōw

THIRD SOUND OF O.

b <u>oo</u> t	e <u>oo</u> l	ch <u>oo</u> se	t <u>oo</u>	s <u>oo</u> p
r <u>oo</u> m	seh <u>oo</u> l	chew <u>u</u>	tw <u>oo</u>	l <u>oo</u> p
r <u>oo</u> te			t <u>oo</u>	
	f <u>oo</u> l	r <u>oo</u> le		s <u>oo</u> pon
m <u>oo</u> n	t <u>oo</u> l	r <u>oo</u> de	wh <u>oo</u>	s <u>oo</u> n
m <u>oo</u> ve			wh <u>oo</u> m	
	sh <u>oo</u> t	tr <u>oo</u> th	wh <u>oo</u> se	l <u>oo</u> se
pr <u>oo</u> f	r <u>oo</u> f	y <u>oo</u> th		l <u>oo</u> se

FOURTH SOUND OF O.*

e <u>o</u> st	el <u>o</u> th	er <u>o</u> ss	br <u>o</u> th	e <u>o</u> gh
d <u>o</u> g	God	l <u>o</u> g	l <u>o</u> ng	g <u>o</u> ne
g <u>o</u> ng	l <u>o</u> ss	l <u>o</u> st	m <u>o</u> ss	m <u>o</u> th
f <u>o</u> st	t <u>o</u> ss	f <u>o</u> g	s <u>o</u> ft	s <u>l</u> oth
str <u>o</u> ng	wr <u>o</u> ng	of <u>o</u>	of <u>o</u> t	se <u>o</u> f

* See Note, page 35.

WORDS CONTAINING THE SOUNDS OF U.

<i>First Sound.</i>	<i>Second Sound.</i>	<i>Third Sound.</i>	<i>Fourth Sound.</i>	<i>Fourth Sound.</i>
blūe	dŭn	wōod	bīrd	lēarn
blew	dōne	woułd	bŭrn	nŭrse
dūe	dōst	bōok	eŭrl	sērf
dew	dŭst	lōok	gīrl	sŭrf
flūe	plŭm	bŭsh	hŭrt	thīrst
flew	plŭmb	pŭsh	hērd	thīrty
			hēard	
hūe	rŭng	pŭss		wōrk
hew	wrŭng	pŭll	fērn	wōrm
			fīrm	
new	rŭff	wōlf		tŭrn
knew	rough (f)	shoułd	fŭrl	stīr
			fīr	
lieu	sŭm	gōod	sŭrge	ŭrn
view	sōme	eoułd		ŭrge

WORDS CONTAINING DOUBLE SOUNDS.

<i>ou</i>	<i>ow</i>	<i>oi</i>	<i>oy</i>	<i>ou</i>
doubt	eow	boil	boy	our
drought	elown	broil	buoy	out
flour	bower	eoin	joy	pound
found	dower	hoist	loyal	how
gouge	drown	loin	oyster	house
hour	fowl	moist	toy	plow
ounce	owl	oil	troy	seour
sour	shower	soil	voyage	slough

WORDS IN WHICH E, I, O, U, AND Y, HAVE
SIMILAR SOUNDS.

ě	ĩ	õ	û	ÿ
ěarth	bĩrd	wõrd	bûrn	mÿrrh
fěrn	bĩrch	wõrk	bûrr	
gěrm	çĩrele	wõrld	bûrst	
hěr	çĩreuĩt	wõrth	bûrden	
hěrd	dĩrt	wõrm	eûr	
hěard	dĩrge	wõrse	eûrd	
lěarn	fĩrm		eûrl	
měrçÿ	fĩrst		eûrve	
něrve	gĩrd		chûrn	
pěarl	gĩrl		fûr	
pěrch	gĩrdle		fûrl	
pěrfěet			hûrt	
sěrve	ĩrksõme		hûrl	
sěrvãnt	sĩr		mûrmûr	
těrm			spûrn	
věrb	thĩrty		sûrge	
věrgẽ	thĩrsty		sûrfaçe	

WORDS THAT RESEMBLE EACH OTHER IN SOUND, BUT WHICH SHOULD BE DISTINGUISHED IN THE PRONUNCIATION.

ánt áunt	çymbál sýmböl	mătrăss mătrrëss	prinçipál prinçiple
áble Ábël	dēsçënt dïssënt	mětál mëttle	quiët quïte
ármş álmş	eárröt eárăt	mīnēr mīnôr	vīăl vīle
āge āidş	fōnd fąwned	ōwēr ōre	shōre shōwer
ădăpt ădëpt	hōrse hōarse	rīght rīöt	sūrplūs sūrpliçe
ăffëct ëffëct	līne līon	sūit sōöt	weâr weigher
ānalyşis ānalyşëş	mōre mōwer	stălk stôrک	ąwed ought
ăçëpt ëxçëpt	idöl idle idýl	prōçeed prëcëde	bārgë bārdş
brīdăl brīdle		páir pāyer	bădgë bătch

droop	drēnch	tīed	whe <u>y</u>
troop	trēnch	tīght	wā <u>y</u>
hēad <u>ʃ</u>	dōor	mouse	whā <u>le</u>
hēd <u>ʒe</u>	tōre	mouth	wā <u>le</u>
gā <u>ble</u>	fā <u>ʒe</u>	j <u>ē</u> er	wh <u>ē</u> re
eā <u>ble</u>	fā <u>ī</u> th	ch <u>ē</u> er	w <u>ā</u> re
ç <u>ē</u> ase	fō <u>r</u> ʒe	r <u>ī</u> d <u>ʒe</u>	wh <u>ē</u> n
si <u>ē</u> ʒe	fō <u>r</u> th	r <u>ī</u> ch	w <u>ē</u> n
eō <u>ld</u>	fō <u>r</u> ʒe	s <u>ē</u> ed <u>ʃ</u>	wh <u>ī</u> ch
eō <u>lt</u>	fō <u>u</u> r <u>ʃ</u>	si <u>ē</u> ʒe	w <u>ī</u> ch
eō <u>r</u> ʃ	e <u>y</u> ʃ	s <u>a</u> w <u>ʃ</u>	wh <u>ē</u> l
eō <u>r</u> se	ī <u>ʒe</u>	s <u>a</u> u <u>ʒe</u>	w <u>ē</u> al
elō <u>th</u> ʃ	ō <u>a</u> th <u>ʃ</u>	s <u>ē</u> r <u>ʒe</u>	
elō <u>ʒe</u>	ō <u>w</u> ʃ	s <u>ē</u> rch	

Suitable exercises should be required of the pupils to train them in carefully distinguishing the differences in sounds in the similar words, and in speaking them distinctly until they can give each its correct pronunciation. These exercises are specially appropriate for pupils in Grammar Schools.

THE FORTY-FIVE SOUNDS REPRESENTED.

THEIR DIACRITICAL MARKS.

First sound of	¹ a, ā, e,	āte, māy, eigh <i>t</i> .
Second	“ ² a, ǎ,	ǎt, hǎnd, plǎn.
Third	“ ³ a, ä,	ärt, älmş, läugh.
Fourth	“ ⁴ a, a, ô,	ałl, stałk, ôught.
Fifth	“ ⁵ a, â, ê,	âir, dâre, thêre.
Sixth	“ ⁶ a, â,	ânt, chânt, mást.
First	“ ¹ e, ē, ĭ,	ēat, elēan, poliçe.
Second	“ ² e, ě,	ěnd, beg, said.
First	“ ¹ i, ī, ȳ,	īce, kīte, skȳ.
Second	“ ² i, ĭ, ẏ,	ĭn, lĭp, hȳmn.
First	“ ¹ o, ō,	ōld, fōre, stōne.
Second	“ ² o, ǒ, a,	ǒn, nǒt, wha <i>t</i> .
Third	“ ³ o, o, u, ōō,	o <i>oze</i> , d <i>o</i> , r <i>u</i> le, nōōn.
Fourth	“ ⁴ o, o,	o <i>ff</i> , mo <i>th</i> , lo <i>ss</i> .
First	“ ¹ u, ū,	ew, ūse, mūte, new.
Second	“ ² u, ů, ó,	ůp, hůt, s <i>o</i> n, e <i>o</i> me.
Third	“ ³ u, u, o, oo,	fułł, wołf, wo <i>o</i> d.
Fourth	“ ⁴ u, û, ě, ĭ, õ, úrge,	l <i>é</i> arn, g <i>í</i> rl, w <i>ó</i> rld.

Double sounds, ou, ow, our, cow, hour, owl.
 “ “ oi, oy, oil, boy, coil, joy.

B-sound,		bake, nib, bob.
D-sound,		did, ride, do.
F-sound,	gh, ph,	fan, laugh, phrase.
G-sound,		gate, gag, good.
H-sound,		hot, hold, hill.
J-sound,	ġ,	jet, ġem, age, just.
K-sound,	e, eh,	kite, kick, eake, ehord.
L-sound,		lad, pale, look.
M-sound,		man, am, maim.
N-sound,		no, noon, nine.
P-sound,		pup, ripe, cap.
R-sound,		rear, door, more.
S-sound,	ç,	sat, sent, çent, içe.
T-sound,		trot, tell, time, tent.
V-sound,	ph, f,	vine, eve, sylph, of.
W-sound,		wet, wish, wind, wone.
Y-sound,		yet, yes, yield, yuse.
Z-sound,	ş,	zine, zeal, iş, roşe.

Ch-sound,		chin, church, chalk.
Ng-sound,		king, thing, think.
Sh-sound,	ch, s,	shall, wish, chaise, sure.
Th-sound,		thin, thank, truth.
Th-sound,		that, these, with.
Wh-sound,		what, when, why.
Zh-sound,	s,	azure, measure.

SUGGESTIONS FOR REMOVING

DEFECTIVE UTTERANCE AND IMPEDIMENTS OF SPEECH.

TEACHERS often find pupils in their classes who have defects of utterance that prevent clearness of speech ; and occasionally they find those who have some impediment of speech that is troublesome in talking and reading. It is very desirable that the nature of these defects and impediments should be determined as early as possible, and suitable means for removing them be employed during the period when the organs of speech are flexible and can be easily trained to act readily.

A knowledge of the manner in which the several organs of speech are used in vocal language, and the nature of the sounds produced by the human voice is necessary to the discovery of the character of the individual defects in speech that may exist among the pupils of a class, and necessary also to enable a teacher to so train these organs that the pupils may overcome their defects in utterance. By understanding this matter teachers may confer great benefits on their pupils by relieving them of troublesome and often mortifying defects or impediments of speech through the use of elementary sounds of language.

Voice and Speech Organs.—The *trachea*, or windpipe, is the tube through which air is conveyed from the

lungs, in respiration, and delivered into the *larynx*, which is *the organ of sound*. This organ is essentially a reed instrument, and is situated in the upper part of the windpipe. The air, in passing through the larynx, may be so controlled as to set in vibration the vocal chords of this organ and thus produce sound. As the sound passes from the larynx into the mouth it is modified, more or less, by the palate, the tongue, the teeth, and the lips; and thus are produced all the elementary sounds of language heard in human speech. As the sound passes through the mouth it receives less modification for the vowel sounds than it does for the consonant sounds. The utterances of the human voice thus produced are *articulations*, or the elements of speech.

Whispered articulations may be produced by modifications of the breath as it passes through the mouth without having formed sound in the larynx. In whispered articulation the palate, tongue, teeth, and lips modify the air-current as it flows through the mouth, in the same manner as these organs modify the passing sound. Vocal speech is produced by the passage of air from the lungs through the larynx, in a manner to produce sound, and by the modifications of this sound in the mouth. These facts, together with the way in which the sound is changed into articulate speech, must be duly considered in efforts to determine the cause of individual defects in vocal utterance. These facts must also be considered in providing the vocal exercises necessary to remove defective utterance, whatever may be the nature of the defects.

It is the purpose, in the following suggestions, to point out the nature of the more common defects in speech among children and to suggest means whereby these difficulties may be removed during childhood. When a teacher has once succeeded in showing a pupil, with an impediment of speech, how to talk or read as easily as other children do, and when the joyful expression is seen on that pupil's face because of the great relief in utterance, that teacher will have the consciousness of doing an act of kindness that will induce its repetition whenever an occasion for it occurs.

Defective Utterance.—Let us now consider the nature of common defects in utterance. Among these may be found *lisp*ing, which consists in modifying the breath, in its passage through the mouth, so as to produce the *breath-sound of th* instead of the *s-sound*. The effect of using this *th-sound* in place of the *s-sound* is the giving of incorrect pronunciations, as shown with the following and other words containing the *s-sound*:—*said* is pronounced thēd, by one who *lisps*; *saw*, thạ; *sew*, thō; *see*, thē; *seat*, thēt; *sing*, thĩng; *soap*, thōp; *kiss*, kith; *miss*, mĩth; *puss*, puth; etc.

This defect of utterance may be corrected by training the pupils to utter the *s-sound* correctly. See pages 23 and 50.

Another defect of utterance consists in substituting the *l-sound* for the *r-sound*. The child with this defect uses the *l-sound* in the following and other words: *ran*, *rat*, *run*, *ride*, pronouncing them lăn, lăt, lũn,

lide, etc. For correcting this defect see pages 22 and 50.

Other defects consist in the substitution of the *t-sound* for the *breath-sound* of *th*, in words like the following: *thin, think, three, thank*; pronouncing them tĭn, tĭnk, trĕe, tĕnk. The substitution of the *sh-sound* for the *ch-sound* is sometimes heard in words like *child, chalk, chair, choose*. The result is their incorrect pronunciation, as shĭld, shĕlk, shĕr, shoŕ.

Sometimes the *w-sound* is substituted for the *v-sound*, as in *vine, vest*; the pronunciation becoming wĭn, wĕst. The *w-sound* is frequently substituted for the *wh-sound*, in *what, when, why, which*, by pronouncing them as wat, wĕn, wĕy, wĭch.

All of these defects of utterance may be easily corrected by proper attention to the directions given relative to these sounds, in the preceding pages.

Nature of Impediments of Speech.—Let us now consider the nature of the common impediments of speech that we may more clearly understand what means may be used in removing them.

Some of these impediments consist of inability to utter or pronounce particular letters or sounds, as *k*, or *t*, or *r*, or *p*, or *sh*, or *th*, when they occur at the beginning of words or of syllables.

Sometimes the impediment appears as a difficulty or inability in pronouncing certain words, while there are other words with which the difficulty does not exist.

Stuttering.—When there is a tendency to repeat the sound of a letter or syllable several times in speaking, the impediment is called *stuttering*.

Hesitation.—Some impediments of speech appear to be simply a *hesitation in utterance*. These impediments usually arise from attempts to speak while there is no air passing from the lungs through the larynx, where the sound is formed.

Stammering.—When the impediment is of a nature to produce movements of the mouth as if struggling to utter sounds, without being able to do so, the difficulty is called *stammering*. In cases of stammering the impediment often becomes so serious as to produce straining efforts to speak whenever a word or sound occurs that had previously been found difficult to utter.

This form of impediment appears to be caused by a sudden expulsion of air from the lungs, and attempts to speak while inspiration is taking place; *i. e.*, while air is flowing *into* the lungs, and when no air is flowing from the lungs by which sound can be produced.

Means for Removing Impediments of Speech.—Difficulties in utterance or impediments of speech arise chiefly from lack of proper control of the vocal organs, and of the manner of breathing while speaking. Therefore, the first steps to be taken toward removing these impediments should consist of exercises in breathing and in the use of the voice while breathing. It is believed that the following suggestions will enable intelli-

gent teachers to conduct exercises in breathing and in the use of the voice, in such a manner as will produce improvement in speech and materially aid pupils in overcoming all impediments of speech.

First.—Teach the pupils how to breathe with full inspirations, and to cause the air to flow from the lungs as slowly as it is drawn into the lungs. Practice this full breathing through the nose, also through the mouth.

Second.—Teach the pupils how to fill the lungs with air and to *count one*, slowly, as the air passes out. Repeat these *inspirations* and *respirations*, and at the same time require the pupils to count, slowly, *one, two*, several times; then to count *three, four*; then *five, six*; then *seven, eight*; then *nine, ten*.

Third.—Continue the exercises of breathing and counting slowly with three numbers; as, *one, two, three*; *four, five, six*; *seven, eight, nine*, etc.

Fourth.—Continue these exercises, the pupils standing erect, with shoulders back, until they can count *four* numbers easily in this deliberate manner; then *five* numbers, in the same way, as, *one, two, three, four, five*; *six, seven, eight, nine, ten*. The pupils ought to acquire the ability easily to count ten numbers during the passing out of the breath of one inspiration.

Fifth.—Request the pupils with defective utterance

to practice these exercises of breathing and counting several times each day; and to repeat them at home. A new exercise may be added as often as every two or three days, under ordinary conditions.

Sixth.—Follow the preceding exercises of counting by the utterance of the *first sounds* of ā, ē, ī, ō, ū, while the breath of one respiration is flowing from the lungs. On the following day require the utterance of the *second sounds* of ă, ě, ĭ, ǒ, ů.

When the pupils can utter these sounds readily, as directed, require them to utter the *first sound* of each vowel with the *t-sound* affixed, as, āt, ēt, ĭt, ōt, ūt. After speaking these syllables several times, the exercise may be changed by prefixing the *t-sound* to the vowels, as follows: tā, tē, tī, tō, tū; then, tă, tĕ, tĭ, tǒ, tŭ.

Subsequently repeat these exercises by using the *k-sound*.

Again repeat these exercises with the first and second vowel-sounds, by using the *g-sound*.

Should the discovery be made that particular consonant sounds are difficult for some pupils to utter, combine the difficult sound with these vowels in various ways, until ability is acquired to utter each combination easily, in whispered and in vocal articulations.

Stuttering.—Should the impediment found be in the nature of stuttering, it may be removed by uttering sounds of letters in such combinations as will give a

firm control of the organs of speech in the use of both *whispered* and *voice* articulations. The utterance of sounds for this purpose should be deliberate and with a feeling of confidence on the part of the pupil. Lack of confidence is often the cause of nervousness; and nervousness usually aggravates the impediment, whatever its nature may be.

Hesitation.—This impediment may be overcome by the practice of breathing properly and the utterance of various sounds in appropriate combinations. Continue these exercises until the utterance of the sounds can be made easily, and with natural breathing.

Stammering.—This form of impediment is the most difficult to be overcome, and requires special attention in determining the nature of the difficulty. Having found a cause of the impediment, the teacher should arrange exercises for training the pupil in breathing and in such deliberate utterances of simple and combined sounds as will cause the several organs of speech affected by this impediment to act without apparent effort. To accomplish the desired result, *the pupil must be taught what to do in this matter, and how to do it, and be impressed with the necessity of patient perseverance and confidence in himself.* Train him to form voice in the larynx; to modulate it into vowel sounds in the mouth; afterwards to modulate it into simple consonant sounds; then to combine vowel and consonant sounds, in such variety of ways as will lead to ease of utterance.

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Virginia Educational Journal.—"He tells what he thinks so as to be helpful to all who are striving to improve."

Lynn Evening Item.—"He gives admirable advice."

Philadelphia Record.—"It is not easy to imagine a more useful volume."

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Brooklyn Journal.—"His conception of the teacher is a worthy ideal for all to bear in mind."

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Brooklyn Eagle: "An invaluable aid for almost every kind of instruction and school organization. It combines the theoretical and the practical; it is based on psychology; it gives admirable advice on everything connected with teaching, from the furnishing of a school-room to the preparation of questions for examination."

Toledo Blade: "It is safe to say, no teacher can lay claim to being well informed who has not read this admirable work. Its appreciation is shown by its adoption by several State Teachers' Reading Circles, as a work to be thoroughly read by its members."

Currie's Early Education.

“The Principles and Practice of Early and Infant School Education.” By JAMES CURRIE, A. M., Prin. Church of Scotland Training College, Edinburgh. Author of “Common School Education,” etc. With an introduction by Clarence E. Meleney, A. M., Supt. Schools, Paterson, N. J. Bound in blue cloth, gold, 16mo, 290 pp. Price, \$1.25; *to teachers*, \$1.00; by mail, 8 cents extra.

WHY THIS BOOK IS VALUABLE.

1. Pestalozzi gave New England its educational supremacy.

The Pestalozzian wave struck this country more than forty years ago, and produced a mighty shock. It set New England to thinking. Horace Mann became eloquent to help on the change, and went up and down Massachusetts, urging in earnest tones the change proposed by the Swiss educator. What gave New England its educational supremacy was its reception of Pestalozzi's doctrines. Page, Philbrick, Barnard were all his disciples.

2. It is the work of one of the best expounders of Pestalozzi.

Forty years ago there was an upheaval in education. Pestalozzi's words were acting like yeast upon educators; thousands had been to visit his schools at Yverdun, and on their return to their own lands had reported the wonderful scenes they had witnessed. Rev. James Currie comprehended the movement, and sought to introduce it. Grasping the ideas of this great teacher, he spread them in Scotland; but that country was not elastic and receptive. Still, Mr. Currie's presentation of them wrought a great change, and he is to be reckoned as the most powerful exponent of the new ideas in Scotland. Hence this book, which contains them, must be considered as a treasure by the educator.

3. This volume is really a Manual of Principles of Teaching.

It exhibits enough of the principles to make the teacher intelligent in her practice. Most manuals give details, but no foundation principles. The first part lays a psychological basis—the only one there is for the teacher; and this is done in a simple and concise way. He declares emphatically that teaching cannot be learned empirically. That is, that one cannot watch a teacher and see *how* he does it, and then, imitating, claim to be a teacher. The principles must be learned.

4. It is a Manual of Practice in Teaching.

Hughes' Mistakes in Teaching.

BY JAMES J. HUGHES, Inspector of Schools, Toronto, Canada.
Cloth, 16mo, 115 pp. Price, 50 cents; *to teachers*, 40 cents;
by mail, 5 cents extra.



JAMES L. HUGHES, Inspector of
Schools, Toronto, Canada.

Thousands of copies of the old edition have been sold. The new edition is worth double the old; the material has been increased, restated, and greatly improved. Two new and important Chapters have been added on "Mistakes in Aims," and "Mistakes in Moral Training." Mr. Hughes says in his preface: "In issuing a revised edition of this book, it seems fitting to acknowledge gratefully the hearty appreciation that has been accorded it by American teachers. Realizing as I do that its very large sale indicates that it has been of service to many of my fellow-teachers, I have recognized the duty of enlarging and revising it so as to make it still more helpful in preventing the common mistakes in teaching and training."


This is one of the six books recommended by the N. Y. State Department to teachers preparing for examination for State certificates.

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|---|--|
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| 9. To omit yard supervision. | 22. To give commands instead of suggestions. |
| 10. To abstain from playing with children. | 23. To allow pupils to be frequently troublesome without notifying their parents. |
| 11. To stand too near the class. | 24. To annoy parents. |
| 12. To take hold of a pupil to put him in line. | 25. To show temper in dealing with parents. |
| 13. To give many demerit marks. | 26. To dispute with an angry parent before the class. |
| 14. To censure trifling errors severely. | 27. To make spiteful remarks about parents. |
| 15. To complain or grumble much. | 28. To neglect opportunities for arousing interest of parents in school enterprises. |
| 16. To keep pupils in at recess. | |
| 17. To invoke higher authority. | |
| 18. To confound giving evidence with talebearing. | |
| 19. To be late. | |
| 20. To be careless about personal habits. | |

COMMENDATIONS.

The Schoolmaster (England).—"His ideas are clearly presented."

Boston Journal of Education.—"Mr. Hughes evidences a thorough study of the philosophy of education. We advise every teacher to invest 50 cents in the purchase of this useful volume."

New York School Journal.—"It will help any teacher to read this book."

Chicago Educational Weekly.—"Only long experience could furnish the author so fully with materials for sound advice."

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Educational Record.—"The teacher who has not read it should get a copy at once."

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C. B. Marine, Co. Supt., Iowa.—"One of the best books published."

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Hughes' Securing and Retaining Attention

TION. By JAMES L. HUGHES, Inspector Schools, Toronto, Canada, author of "Mistakes in Teaching." Cloth, 116 pp. Price, 50 cents; *to teachers*, 40 cents; by mail, 5 cents extra.

This valuable little book has already become widely known to American teachers. Our new edition has been almost *entirely re-written*, and several new important chapters added. It is the only AUTHORIZED COPYRIGHT EDITION. *Caution*.—Buy no other.

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TESTIMONIALS.

S. P. Robbins, Pres. McGill Normal School, Montreal, Can., writes to Mr. Hughes:—"It is quite superfluous for me to say that your little books are admirable. I was yesterday authorized to put the 'Attention' on the list of books to be used in the Normal School next year. Crisp and attractive in style, and mighty by reason of its good, sound common-sense, it is a book that every teacher should know."

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Educational Times (England).—"On an important subject, and admirably executed."

School Guardian (England).—"We unhesitatingly recommend it."

New England Journal of Education.—"The book is a guide and a manual of special value."

New York School Journal.—"Every teacher would derive benefit from reading this volume."

Chicago Educational Weekly.—"The teacher who aims at best success should study it."

Phil. Teacher.—"Many who have spent months in the school-room would be benefited by it."

Maryland School Journal.—"Always clear, never tedious."

Va. Ed. Journal.—"Excellent hints as to securing attention."

Ohio Educational Monthly.—"We advise readers to send for a copy."

Pacific Home and School Journal.—"An excellent little manual."

Prest. James H. Hoose, State Normal School, Cortland, N. Y., says:—"The book must prove of great benefit to the profession."

Supt. A. W. Edson, Jersey City, N. J., says:—"A good treatise has long been needed, and Mr. Hughes has supplied the want."

Dewey's How to Teach Manners in the

SCHOOL-ROOM. By Mrs. JULIA M. DEWEY, Principal of the Normal School at Lowell, Mass., formerly Supt. of Schools at Hoosick Falls, N. Y. Cloth, 16mo, 104 pp. Price, 50 cents; to teachers, 40 cents; by mail, 5 cents extra.

Many teachers consider the manners of a pupil of little importance so long as he is industrious. But the boys and girls are to be fathers and mothers; some of the boys will stand in places of importance as professional men, and they will carry the mark of ill-breeding all their lives. Manners can be taught in the school-room: they render the school-room more attractive; they banish tendencies to misbehavior. In this volume Mrs. Dewey has shown how manners can be taught. The method is to present some fact of deportment, and then lead the children to discuss its bearings; thus they learn why good manners are to be learned and practised. The printing and binding are exceedingly neat and attractive."

OUTLINE OF CONTENTS.

Introduction.	Table Manners—First Two Years.
General Directions.	" " Second "
Special Directions to Teachers.	LESSONS ON MANNERS FOR ADVANCED PUPILS.
LESSONS ON MANNERS FOR YOUNGEST PUPILS.	Manners in School.
Lessons on Manners—Second Two Years.	Personal Habits
Manners in School—First Two Years.	Manners in Public.
" " Second "	Table Manners.
Manners at Home—First "	Manners in Society.
" " Second "	Miscellaneous Items.
Manners in Public—First "	Practical Training in Manners.
" " Second "	Suggestive Stories, Fables, Anecdotes, and Poems.
	Memory Gems.

Central School Journal.—"It furnishes illustrative lessons."

Texas School Journal.—"They (the pupils) will carry the mark of ill-breeding all their lives (unless taught otherwise)."

Pacific Ed. Journal.—"Principles are enforced by anecdote and conversation."

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National Educator.—"Common-sense suggestions."

Ohio Ed. Monthly.—"Teachers would do well to get it."

Nebraska Teacher.—"Many teachers consider manners of little importance, but some of the boys will stand in places of importance."

School Educator.—"The spirit of the author is commendable."

School Herald.—"These lessons are full of suggestions."

Va. School Journal.—"Lessons furnished in a delightful style."

Miss. Teacher.—"The best presentation we have seen."

Ed. Courant.—"It is simple, straightforward, and plain."

Iowa Normal Monthly.—"Practical and well-arranged lessons on manners."

Progressive Educator.—"Will prove to be most helpful to the teacher who desires her pupils to be well-mannered."

Johnson's Education by Doing.

Education by Doing: A Book of Educative Occupations for Children in School. By ANNA JOHNSON, teacher to the Children's Aid Schools of New York City. With a prefatory note by Edward R. Shaw, of the High School of Yonkers, N. Y. Handsome red cloth, gilt stamp. Price, 75 cents; *to teachers*, 60 cents; by mail, 5 cents extra.

Thousand of teachers are asking the question: "How can I keep my pupils profitably occupied?" This book answers the question. Theories are omitted. Every line is full of instruction.

1. Arithmetic is taught with blocks, beads, toy-money, etc.
2. The tables are taught by clock dials, weights, etc.
3. Form is taught by blocks.
4. Lines with sticks.
5. Language with pictures.
6. Occupations are given.
7. Everything is plain and practical.

EXTRACT FROM PREFATORY NOTE.

"In observing the results achieved by the Kindergarten, educators have felt that Fröbel's great discovery of education by occupations must have something for the public schools—that a further application of 'the putting of experience and action in the place of books and abstract thinking,' could be made beyond the fifth or sixth year of the child's life. This book is an outgrowth of this idea, conceived in the spirit of the 'New Education.'

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Philadelphia Teacher.—"The book is full of practical information."

Iowa Teacher.—"Kellogg's books are all good, but this is the best for teachers."

The Educationist.—"We regard it as very valuable."

School Bulletin.—"We think well of this book."

Chicago Intelligence.—"Will be found a very serviceable book."

Patridge's "Quincy Methods,"

The "Quincy Methods," illustrated; Pen photographs from the Quincy schools. By LELIA E. PATRIDGE. Illustrated with a number of engravings, and two colored plates. Blue cloth, gilt, 12mo, 686 pp. Price, \$1.75; to teachers, \$1.40; by mail, 13 cents extra.

When the schools of Quincy, Mass., became so famous under the superintendence of Col. Francis W. Parker, thousands of teachers visited them. Quincy became a sort of "educational Mecca," to the disgust of the routinists, whose schools were passed by. Those who went to study the methods pursued there were called on to tell what they had seen. Miss Patridge was one of those who visited the schools of Quincy; in the Pennsylvania Institutes (many of which she conducted), she found the teachers were never tired of being told how things were done in Quincy. She revisited the schools several times, and wrote down what she saw; then the book was made.

1. This book presents the actual practice in the schools of Quincy. It is composed of "pen photographs."

2. It gives abundant reasons for the great stir produced by the two words "Quincy Methods." There are reasons for the discussion that has been going on among the teachers of late years.

3. It gives an insight to principles underlying real education as distinguished from book learning.

4. It shows the teacher not only what to do, but gives the way in which to do it.

5. It impresses one with the *spirit* of the Quincy schools.

6. It shows the teacher how to create an *atmosphere* of happiness, of busy work, and of progress.

7. It shows the teacher how not to waste her time in worrying over disorder.

8. It tells how to treat pupils with courtesy, and get courtesy back again.

9. It presents four years of work, considering Number, Color, Direction, Dimension, Botany, Minerals, Form, Language, Writing, Pictures, Modelling, Drawing, Singing, Geography, Zoology, etc., etc.

10. There are 686 pages; a large book devoted to the realities of school life, in realistic descriptive language. It is plain, real, not abstruse and uninteresting.

11. It gives an insight into real education, the education urged by Pestalozzi, Fröbel, Mann, Page, Parker, etc.

Shaw and Donnell's School Devices.

"SCHOOL DEVICES." A book of ways and suggestions for teachers. By EDWARD R. SHAW and WEBB DONNELL, of the High School at Yonkers, N. Y. Illustrated. Dark-blue cloth binding, gold, 16mo, 289 pp. Price, \$1.25; to teachers, \$1.00; by mail, 9 cents extra.

This valuable book has just been greatly improved by the addition of nearly 75 pages of entirely new material.

☞ A BOOK OF "WAYS" FOR TEACHERS. ☞

Teaching is an art; there are "ways to do it." This book is made to point out "ways," and to help by suggestions.

1. It gives "ways" for teaching Language, Grammar, Reading, Spelling, Geography, etc. These are in many cases novel; they are designed to help attract the attention of the pupil.

2. The "ways" given are not the questionable "ways" so often seen practised in school-rooms, but are in accord with the spirit of modern educational ideas.

3. This book will afford practical assistance to teachers who wish to keep their work from degenerating into mere routine. It gives them, in convenient form for constant use at the desk, a multitude of new ways in which to present old truths. The great enemy of the teacher is want of interest. Their methods do not attract attention. There is no teaching unless there is *attention*. The teacher is too apt to think there is but one "way" of teaching spelling; he thus falls into a rut. Now there are many "ways" of teaching spelling, and some "ways" are better than others. Variety must exist in the school-room; the authors of this volume deserve the thanks of the teachers for pointing out methods of obtaining variety without sacrificing the great end sought—scholarship. New "ways" induce greater effort, and renewal of activity.

4. The book gives the result of large actual experience in the school-room, and will meet the needs of thousands of teachers, by placing at their command that for which visits to other schools are made, institutes and associations attended, viz., new ideas and fresh and forceful ways of teaching. The devices given under Drawing and Physiology are of an eminently practical nature, and cannot fail to invest these subjects with new interest. The attempt has been made to present only devices of a practical character.

5. The book suggests "ways" to make teaching *effective*; it is not simply a book of new "ways," but of "ways" that will produce good results,

Seeley's Grubé's Method of Teaching

ARITHMETIC. Explained and illustrated. Also the improvements on the method made by the followers of Grubé in Germany. By LEVI SEELEY, Ph.D. Cloth, 176 pp. Price, \$1.00; to teachers 80 cents; by mail, 7 cents extra.



DR. LEVI SEELEY.

handling two things in certain ways, the idea of *two* is obtained, and so of other numbers. *The chief value of this book then consists in showing what may be termed the way nature teaches the child number.*

3. IT IS VALUABLE TO PRIMARY TEACHERS.—It begins and shows how the child can be taught 1, then 2, then 3, &c. Hence it is a work especially valuable for the primary teacher. It gives much space to showing how the numbers up to 10 are taught; for if this be correctly done, the pupil will almost teach himself the rest.

4. IT CAN BE USED IN ADVANCED GRADES.—It discusses methods of teaching fractions, percentage, etc., so that it is a work valuable for all classes of teachers.

5. IT GUIDES THE TEACHER'S WORK.—It shows, for example, what the teacher can appropriately do the first year, what the second, the third, and the fourth. More than this, it suggests work for the teacher she would otherwise omit.

Taking it altogether, it is the best work on teaching *number* ever published. It is very handsomely printed and bound.

1. IT IS A PHILOSOPHICAL WORK.—This book has a sound philosophical basis. The child does not (as most teachers seem to think) learn addition, then subtraction, then multiplication, then division; he learns these processes together. Grubé saw this, and founded his system on this fact.

2. IT FOLLOWS NATURE'S PLAN.—Grubé proceeds to develop (so to speak) the method by which the child actually becomes (if he ever does) acquainted with 1, 2, 3, 4, 5, etc. This is not done, as some suppose, by writing them on a slate. Nature has her method; she begins with THINGS; after

Woodbull's Simple Experiments for the

SCHOOL-ROOM. By Prof. JOHN F. WOODHULL, Prof. of Natural Science in the College for the Training of Teachers, New York City, author of "Manual of Home-Made Apparatus." Cloth, 16mo. Price, 50 cents; *to teachers*, 40 cents; by mail, 5 cents extra.

This book contains a series of simple, easily-made experiments, to perform which will aid the comprehension of every-day phenomena. They are really the very lessons given by the author in the Primary and Grammar Departments of the Model School in the College for the Training of Teachers, New York City.

The apparatus needed for the experiments consists, for the most part, of such things as every teacher will find at hand in a school-room or kitchen. The experiments are so connected in logical order as to form a continuous exhibition of the phenomena of *combustion*. *This book is not a science catechism*. Its aim is to train the child's mind in habits of reasoning by experimental methods.

These experiments should be made in every school of our country, and thus bring in a scientific method of dealing with nature. The present method of cramming children's minds with isolated facts of which they can have no adequate comprehension is a ruinous and unprofitable one. This book points out the method employed by the *best teachers in the best schools*.

WHAT IT CONTAINS.

I. Experiments with Paper.	VI. Air as an Agent in Combustion.
II. " " Wood.	VII. Products of Complete " "
III. " " a Candle.	VIII. Currents of Air, etc.—Ventila-
IV. " " Kerosene.	IX. Oxygen of the Air. [tion.
V. Kindling Temperature.	X. Chemical Changes.

In all there are 91 experiments described, illustrated by 35 engravings.

Jas. H. Canfield, Univ. of Kans., Lawrence, says:—"I desire to say most emphatically that the method pursued is the only true one in all school work. Its spirit is admirable. We need and must have far more of this instruction."

J. C. Packard, Univ. of Iowa, Iowa City, says:—"For many years shut up to the simplest forms of illustrative apparatus, I learned that the necessity was a blessing, since so much could be accomplished by home-made apparatus—inexpensive and effective."

Henry R. Russell, Woodbury, N. J., Supt. of the Friends School:—"Admirable little book. It is just the kind of book we need."

S. T. Dutton, Supt. Schools, New Haven, Ct.—"Contains just the kind of help teachers need in adapting natural science to common schools."

Kellogg's School Management:

"A Practical Guide for the Teacher in the School-Room."
By AMOS M. KELLOGG, A.M. Sixth edition. Revised and enlarged. Cloth, 128 pp. Price, 75 cents; *to teachers*, 60 cents; by mail, 5 cents extra.

This book takes up the most difficult of all school work, viz.: the Government of a school, and is filled with original and practical ideas on the subject. It is invaluable to the teacher who desires to make his school a "well-governed" school.

1. It suggests methods of awakening an interest in the studies, and in school work. "The problem for the teacher," says Joseph Payne, "is to get the pupil to study." If he can do this he will be educated.

2. It suggests methods of making the school attractive. Ninety-nine hundredths of the teachers think young people should come to school anyhow; the wise ones know that a pupil who wants to come to school will do something when he gets there, and so make the school attractive.

3. Above all it shows that the pupils will be self-governed when well governed. It shows how to develop the process of self-government.

4. It shows how regular attention and courteous behaviour may be secured.

5. It has an admirable preface by that remarkable man and teacher, Dr. Thomas Hunter, Pres. N. Y. City Normal College.

Home and School.—"Is just the book for every teacher who wishes to be a better teacher."

Educational Journal.—"It contains many valuable hints."

Boston Journal of Education.—"It is the most humane, instructive, original educational work we have read in many a day."

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Normal Teacher.—"The author believes the way to manage is to civilize, cultivate, and refine."

School Moderator.—"Contains a large amount of valuable reading; school government is admirably presented."

Progressive Teacher.—"Should occupy an honored place in every teacher's library."

Ed. Courant.—"It will help the teacher greatly."

Va. Ed. Journal.—"The author draws from a large experience."

Autobiography of Froebel.

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system of education by Joseph
Payne.

3. Froebel and his educational
work.

4. Froebel's educational views (a
summary).

In this volume the student of edu-
cation will find materials for con-
structing, in an intelligent manner,
an estimate and comprehension of
the kindergarten. The life of
Froebel, mainly by his own hand, is
very helpful. In this we see the
working of his mind when a youth;
he lets us see how he felt at being
misunderstood, at being called a bad
boy, and his pleasure when face to face with Nature. Gradually we

see there was crystallizing in him a comprehension of the means that
would bring harmony and peace to the minds of young people.

The analysis of the views of Froebel will be of great aid. We see
that there was a deep philosophy in this plain German man; he was
studying out a plan by which the usually wasted years of young chil-
dren could be made productive. The volume will be of great value not
only to every kindergartner, but to all who wish to understand the
philosophy of mental development.



FREIDRICH FROEBEL.

La. Journal of Education.—"An excellent little work."

W. Va. School Journal.—"Will be of great value."

Educational Courant, Ky.—"Ought to have a very extensive circulation
among the teachers of the country."

Educational Record, Can.—"Ought to be in the hands of every pro-
fessional teacher."

Western School Journal.—"Teachers will find in this a clear account of
Froebel's life."

School Education.—"Froebel tells his own story better than any com-
mentator."

Michigan Moderator.—"Will be of great value to all who wish to under-
stand the philosophy of mental development."

Browning's Educational Theories.

By OSCAR BROWNING, M.A., of King's College, Cambridge, Eng. No. 8 of *Reading Circle Library Series*. Cloth, 16mo, 237 pp. Price, 50 cents; *to teachers*, 40 cents; by mail, 5 cents extra.

This work has been before the public some time, and for a general sketch of the History of Education it has no superior. Our edition contains several new features, making it specially valuable as a text-book for Normal Schools, Teachers' Classes, Reading Circles, Teachers' Institutes, etc., as well as the student of education. These new features are: (1) Side-heads giving the subject of each paragraph; (2) each chapter is followed by an analysis; (3) a very full *new* index; (4) also an appendix on "Froebel," and the "American Common School."

OUTLINE OF CONTENTS.

I. Education among the Greeks—Music and Gymnastic Theories of Plato and Aristotle; II. Roman Education—Oratory; III. Humanistic Education; IV. The Realists—Ratich and Comenius; V. The Naturalists—Rabelais and Montaigne; VI. English Humorists and Realists—Roger Ascham and John Milton; VII. Locke; VIII. Jesuits and Jansenists; IX. Rousseau; X. Pestalozzi; XI. Kant, Fichte, and Herbart; XII. The English Public School; XIII. Froebel; XIV. The American Common School.

PRESS NOTICES.

Ed. Courant.—"This edition surpasses others in its adaptability to general use."

Col. School Journal.—"Can be used as a text-book in the History of Education."

Pa. Ed. News.—"A volume that can be used as a text-book on the History of Education."

School Education, Minn.—"Beginning with the Greeks, the author presents a brief but clear outline of the leading educational theories down to the present time."

Ed. Review, Can.—"A book like this, introducing the teacher to the great minds that have worked in the same field, cannot but be a powerful stimulus to him in his work."

Love's Industrial Education.

Industrial Education; a guide to Manual Training. By SAMUEL G. LOVE, principal of the Jamestown, (N. Y.) public schools. Cloth, 12mo, 330 pp. with 40 full-page plates containing nearly 400 figures. Price, \$1.75; to teachers, \$1.40; by mail, 12 cents extra.

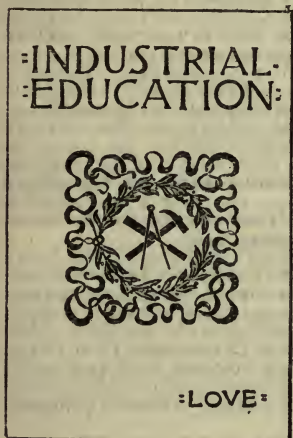
1. *Industrial Education not understood.* Probably the only man who has wrought out the

problem in a practical way is Samuel G. Love, the superintendent of the Jamestown (N. Y.) schools. Mr. Love has now about 2,400 children in the primary, advanced, and high schools under his charge; he is assisted by fifty teachers, so that an admirable opportunity was offered. In 1874 (about fourteen years ago) Mr. Love began his experiment; gradually he introduced one occupation, and then another, until at last nearly all the pupils are following some form of educating work.

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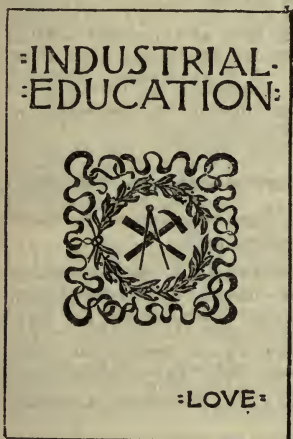
1. *Industrial Education not understood.* Probably the only man who has wrought out the problem in a practical way is

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British Architect.—"Mr. Leland's book will have a wide circulation. It deals with the whole subject in such a downright practical fashion, and is so much the result of long personal experience and observation, as to render it a veritable mine of valuable suggestions."

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Physiology, 1st and 2d grade.	Astronomy, “
Bookkeeping, 1st and 2d grade.	Botany, “
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	Geology, “

5. It is carefully graded into grades corresponding to those into which teachers are usually classed.

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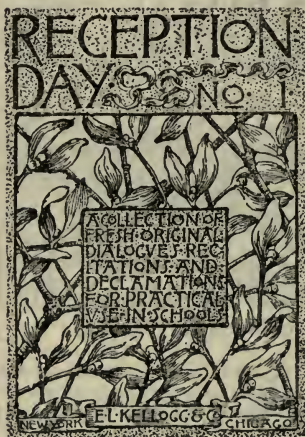
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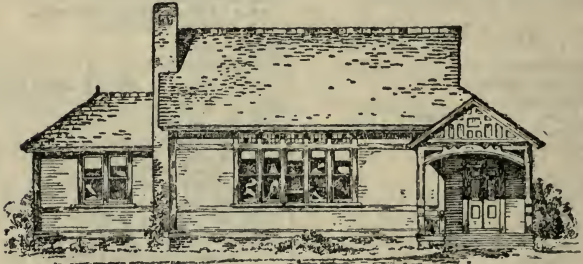
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THIS Bureau will make a specialty of furnishing to Parents, School Officers, Principals, Heads of Colleges, and others, capable Governesses, Tutors, Teachers, Principals, Superintendents, and Special Teachers. It will aid Parents by giving trustworthy information and advice concerning Colleges, Schools, and Seminaries. It will supply Teachers to Academies, Seminaries, Private Schools, Colleges, Public and High Schools, also Teachers of Music, Art, French, German, Kindergarten System, Gymnastics, etc. It will aid to sell and rent desirable school property.

VALUABLE CONNECTION.

THIS Bureau is directly connected with the firm of E. L. Kellogg & Co., Educational Publishers, of New York and Chicago, and therefore has a very large acquaintance with qualified teachers and school officers. It knows of many hundreds who are rapidly growing in value, who are imbued with new ideas asked so often of principals and leading teachers. It is intended to supply only *good* teachers, and from our extensive acquaintance the selection will be found reliable by those who give a fair trial to the facilities afforded by this Bureau.

EXCLUSIVE INFORMATION.

ONLY the most desirable teacher is recommended for a place by this Bureau. You can see that it would not be wise for us to put an incompetent person in any position. Thus the candidate who is nominated for a position will have the satisfaction of knowing that he is being worked for (for his success is our success), and that there will not be a dozen or more persons, recommended by us, after the same position.

CONFIDENTIAL DEALINGS.

ALL of the dealings with this Bureau are, of course, confidential. The letters of our correspondents are carefully guarded, their wants carefully looked after. The Application Blank when returned to us is immediately filed and references looked up. Letters of recommendation are carefully read and filed for reference. These letters of recommendation are inviolable, and only shown to those who wish to ascertain the qualifications of our candidates.

Our relations with school boards and school officers are also confidential. They are under no obligation to take the candidate recommended by this Bureau; and even if they should take some one else not recommended by us, we cannot complain, nor can the teacher nominated. But we will do our best for those who register with us.

Let it be clearly understood that all information this Bureau receives is of a confidential nature. It is not told unless we have permission to

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