

pressions for the development of an idea; this harshness and quaintness, however, diminishes as successive lessons are mastered.

The Review at the close of each lesson is a new feature, and will be of great assistance to the teacher, especially to the inexperienced, in questioning his class as to what they have gone over; it will also be useful to the private learner, filling the place, almost, of an oral instructor. The questions may be asked the class either collectively or individually; the latter is generally the better way. It would be well, as often as convenient, to have the pupils illustrate their answers on the black-board.

Immediately following the explanation of each new principle is a Reading Exercise, embracing, as much as possible, words illustrative of the preceding text. This is followed by an Exercise for Writing, which should be written before progressing further, while the manner in which the words are to be formed are fresh in the mind. Then, at the close of each lesson, is a general Writing Exercise, embodying, beside the principles just presented, all that has previously been learned. This should be written by each pupil, during the interval between the meetings of the class; and at the next recitation, the pupils should exchange their manuscripts with each other, and then read, each a sentence in turn, from their written exercises. They might then be passed to the teacher for his correction.

The author would acknowledge his indebtedness to the *Phonographic Class-book* of ANREWS & BOYLE, the first textbook of the system published in America, for many of his most appropriate illustrations; and to the *Phonographic Instructor*, by JAMES C. BOOTHE, the more recent work generally used, for numerous sentences, and, in a few cases, whole paragraphs of exercises for reading and writing.

For the expression of some of the following "Advantages of Phonography," he is indebted to Prof. Gouraud, the author of a work but little known, entitled "*Cosmo-Phonography*."