

the sounds of the letters, which they have learned unconsciously. If words are carefully pronounced by the teacher, presented with careful selection as to sound, it will bring the child to a full knowledge of phonics. One of the greatest activities of the child mind is recognizing the coming together of like to like. It may be called the law of analogies. It begins, as many good things do, in unconsciousness on the part of the child. It is this law which causes, not only the child, but also the adult, to say "blowed" for blew, "knowed" for knew, and "growed" for grew. Now this mental activity must exert itself, and if guided by careful training, what an aid, what an important means of assisting the little learner it becomes! By judicious teaching the child will be enabled to associate the sounds of the letters in the words he has already learned with those of new words. He will be able to find out new words himself.

Then beginning with the word does not hinder, but rather assists, the child in learning easily the twenty-six letters and forty sounds of the English language; and not that only, but at the same time enables him to read without stopping to spell every word as he goes along. The fixed habit of naming words at sight will become such an active energy that he will always take the word in at sight as a unit. It is this which must be done some time in order to read; then how much better to do it in the beginning, doing the right thing at first instead of at last. The word first, sounds and letters afterward. Thus you will see the word retains its unity so long as necessary. The way is carefully prepared for the analysis of words when the proper time comes.

The fact is these methods combine and form one true method in teaching reading, but each in its proper time, place and proportion, arousing and strengthening the five faculties of the mind.

These first lessons must possess the power of creating a desire for new words, and, therefore, must not be too long. A period of five minutes is long enough for the lessons, four lessons a day. The length of time may increase with advancement, but during the first year no lesson should cover more than fifteen minutes, if the size of the class demands more time, better make two classes of less time each. Four lessons of five minutes each a day, are worth more than two of fifteen each, and farther on,