

write, *ticdouloureux*, buzz. There are also many peculiarities resulting from a combination of different letters to represent one sound. The sounds of our vowels disturb the common sense of our children and at almost every step their progress is impeded. They learn one thing in one word and it is contradicted in the next. It is evident that "OA" in the word "boat" represents the single sound of "O" just as the single letter in "no." In the absence of a fixed sign for long "O" we are forced to resort to the method of writing two letters. It would be a difficult thing to represent it by a single "O," because once we make the addition of a consonant we immediately change the sound of the vowel, as "not."

We will now examine the five vowels and ascertain the many different ways of representing the sounds. Long "A" may be (ai) slain, (ay) stay, (eigh) eight, (ea) break, (ei) skein, (ey) they, (au) gauge, (ao) gaol, (uet) bouquet, (eig) reign, (ah) dahlia, (aigh) straight, and (a) waking (13). The Italian sound of "a" may be (au) aunt, (al) calm, (ea) heart, and (a) rather (4). The broad sound of "a" may be represented by (a) tall, (al) chalk, (au) Paul, (augh) caught, (ough) fought, (ao) broad, (aw) awl, and (awe) awe (8). The long sound of "a" has (ai) fair, (a) fare, (ay) prayer, (ea) pear, (ei) their, (e) there (6).

Long "E" may be (ee) feet, (ea) reap, (ei) receive, (eo) people, (uay) quay, (ey) key, (e) me, (i) police, (ie) piece (9).

The short sound may be (a) many, (ue) guess, (u) bury, (ie) friend, (eo) jeopardy, (ei) heifer, (ea) heather, (ay) says, (ai) against, and (e) pet (10).

Long sound "I" is expressed by (y) by, (eye) eye, (ais) aisle, (uy) buy, (ye) dye, (ie) die, (eigh) sleight, (igh) right, and (i) rite (9).

Short sound of "I" has (e) English,

(ai) fountain, (ui) biscuit, (o) women, (y) pity, and (ey) money (6).

Long "O" may be represented by (oa) coat, (ou) show, (ou) four, (oe) oe, (eo) yeoman, (eau) bureau, (aut) hautboy, (ew) shew, (oo) floor (10).

The short sound may be represented by "o" and by (augh) slaughter, (aw) paw, (a) watch, (ow) knowledge (5).

Long sound of "U" has eight servants with itself, (ew) few, (eau) beauty, (ewe) ewe, (ue) sue, (ui) juice, (eu) feudal, (iew) view, and (ie) adieu, and the short sounds may be represented by (u) run, (ou) rough, (oo) flood, (o) some, and (oe) does. Taking the aggregate of the different representations for the five vowels we find that no less than ninety-four methods are employed. Pupils have in in all these cases to learn and memorize all the forms of spelling as coincident with the same forms of sound; the particular form which represents each individual word. The greatest difficulty in the acquirement of the English language rests in its inconsistent orthography. Our pupils have to master, and to commit to memory word by word. There are no rules upon which we can rely, and if perchance one should be given, the exceptions are almost as numerous as the examples. What would we think of a system of railway signals that meant a clear track and right of way one night, but upon another occasion signified danger; or how would we appreciate a system of mathematics, which made five equal to one quantity when before seven, but a different quantity when before three. These are examples of the inconsistencies that we must teach, these are the absurdities we have to overcome.

We have not only a multiplicity of alphabetic combinations doing duty for one sound but, we have to add to their trouble in their attempts to master our orthographic anomalies,