

spires them to greater zeal, faith, and effort.

Fourth.—Make the exercise short (three to five minutes) and lively.

Fifth.—Make it the main purpose of this daily exercise to have every pupil individually use as many times as possible the correct form chosen for the day's practice.

Sixth.—After their repeated use, in sensible sentences, call attention to the forms used and the manner of using. Simple rules may be made by the pupils.

For example, after repeated use of two verb-forms like saw, seen,—went, gone,—or came, come,—the pupils may be led to note the differences in the use of these forms. The teacher may ask, which is used with has or have? Which, without? The children may frame a very simple direction: as, "Of the two words saw and seen, use seen, and not saw, with has or have." Older pupils that have acquired a grammar vocabulary will perhaps make this rule: "Use seen with has, have, or had to form a

verb-phrase. Use saw without a helping verb to denote past time."

But it must be kept in mind, as has been said, that while this formulated statement may help to more definite purpose, to more self-directive effort, it is the repeated hearing and using that establishes the habit.

Seventh.—Vary the exercises as much as possible within the limit of the general plan. Have the pupils frequently read aloud sentences containing the desired correct forms. These sentences may be read sometimes from books, sometimes from the board. Chronic cases may be asked to read rapidly the same five or six sentences for several days; perhaps more than once a day. Under right school conditions, it takes but a part of a minute. Sometimes one pupil may read the selected sentences, and another listen and repeat from memory. The resourceful teacher will have many devices for "keeping up steam" to keep the machinery moving. Pupils often suggest excellent exercises for variety.

## PHONETICS

Most criticism of phonics is due to ignorance in regard to the structure of the English language and a misconception of what is meant by phonetics. To many teachers, family phonograms and devices associated with them—including diacritical markings—constitute the science of phonetics. This error has been perpetuated and spread by the so-called authorities on reading; such as Huey, Klapper and McMurray. These men are well informed on educational psychology and pedagogy, but they are not informed in regard to phonetics. They discuss family phonograms and other devices seriously just as they find them in the so-called method readers.

Very little has been published in English on the phonetic structure of our own language. About the only authorities are Sweet, Rippman, and Bell, and "The Guide to Pronunciation" in Webster's Dictionary. Family

phonograms and similar devices are not recognized by these authorities.

To teach English phonics in the primary grades requires, in the way of scholarship, a knowledge of: (a) the sounds of the letter, (b) about seven phonetic principles, (c) the correct way to blend the sounds of the letters into words.

### A—The Sounds of the Letters—

1. The sounds of the consonants:  
b, c, d, f, g, h, j, k, l, m, n, p, r, q, s, t, v, w, x.
2. The sounds of the vowels:  
a, i, o, u, e, w, y.
3. The sounds of the diphthongs:  
oi, oy, ou, ow.
4. The sounds of the vowel digraphs:  
ai, ay, ie, oa, oe, ow, ue, ew, ee, ea.
5. The sounds of the consonant digraphs:  
sh, ch, tch, ck, th, wh, nk, ng.