

appeal to for help in this process? How shall we induce our young children to take kindly to the learning—so that it may be welcome and a pleasure, and not painful and a labour? What powers of feeling, imagination, or intellect—because there is intellect even in the dullest and youngest—ought the Teacher to appeal to in his self-imposed task of training the child to read?

It is the purpose of the present writer, in this short paper, to try to answer these questions; and he hopes that, in the course and as the result of the discussion, something may be discovered that may redound to the benefit of Elementary Instruction in this country.

The examination of our English notation, in the light of the new science of philology, was hardly possible before the present generation. Everybody knew that our mode of 'spelling,' as it is called, is 'irregular' and 'anomalous' and a great many other things; but then this was looked upon simply as the whim of our fine old mother-tongue—and as one of those little insular peculiarities which baffled and confused the foreigner, and was only another mark of our superiority to people born on the wrong side of the English Channel. But we had neither the knowledge, nor could we have the aloofness and detachment of mind, which would enable us to see our notation as it is—and to describe its divergencies from a perfect or regular notation. Now, however, that the History of our English tongue is becoming more and more studied, and

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