

3. It may sound strange to be told that the best, easiest, and quickest way of learning to read common print is first to learn some other uncommon print, in which few books are prepared, and which presents a very singular appearance to unaccustomed eyes. You wish your child to read the books and newspapers which you and all other Englishmen use. Quite right. So do we. Allow us, then, to furnish your child with this ability in the best way experience suggests.

4. How did you teach your child to walk? Did you not let it roll, and stretch its limbs and crawl on an even floor, till it raised itself by the help of a chair, and sidled round the room? When it first ventured to totter across the floor, did you not take care there should be nothing in the way to trip it up? Did you not stand with a hand on either side to guard its steps? Then, perhaps, it trotted by your side over the road, holding a steady finger, and if it came to a rough place, or a pool, a brushy path or a hill, you carried it fondly and carefully over the difficulty. And so its little muscles acquired strength and skill; and now it can walk, and run, and leap, fearlessly, on either the smooth or rugged road. But, whatever you did, you certainly did not begin by putting it down on a rutty, stony road, and bidding it roll and scramble and hobble on as best it might, thinking its bruises and cuts, its dirt and hurt, its tears and fright, good for it, a capital bodily discipline which it ought to go through, and which would make it walk all the better as it grew up, without any fear of sprained ankles, twisted legs, or broken spines, no, you were perfectly aware that its muscles must be trained under favorable circumstances, before they could cope with difficulties.

5. Now this is the principle of teaching to read by the Phonetic method, only instead of dealing with a growing muscle, we are dealing with a far more delicate and important instrument, a growing brain. We know perfectly well, as educators, that the first thing which this brain exercises itself upon ought not to be a wearisome, perplexing puzzle, compared to which the rutty, stony road we talked of, is a velvet piled carpet. And yet we have hitherto been obliged to put this puzzle before it, in the shape of our common spelling. If you only remember that each letter in the alphabet may have one or two sounds, and that several letters may have half-a-dozen meanings, or more, and that any one of the letters may have no sound at all, you will at once see what confusion such lawlessness must create in a child's mind.— Look at a in any, animal, father, gather, hating, hat, water, waste, war, wary. Look at o in sort, sorry; go, do; woman, women. Look at co in people, George, yeomen, galleon; leopard, dungeon; food, theology, theol-

ogian. See how the same letters continually vary their meaning in now, know; mode, modest, anger, danger, angel, angelic, finite, infinite, science, conscience, hanged, famine, famous; coal, collision; peas, peasant; lumber, plumber; eat, great; creature, creator; own, town; sign, signet, assignee; indict, indiction, over, lover, clover; and so on. You will then be prepared to hear and to believe that the best of readers can merely guess how to pronounce a word they have only seen and never heard; and why it is that the child and the foreigner find it so difficult to become fluent and good readers.

6. Now though this extraordinarily confused spelling must be acquired from the same unavoidable necessity that your child must walk on rough roads—because there is as yet no other universal means of communication for thought on the one hand, or for the body on the other—there is now no more necessity for beginning with this spelling, than there is for teaching your son to walk by laying him on the rutty, stony road. We have now learned how to prepare an artificial ground for his first book exercise. We can teach him to attach sounds to letters, to put letters together into words, actually to read and know the blessing and use of reading, without letting him know anything of the difficulties of our present spelling. Some of the letters used for this purpose are, as you know they must be, different from those of the usual print; but they bear such a distinct and unmistakable relation to them, that when a child has once learned to read from our new alphabet—which is an easy and delightful task, because it is a healthy exercise of his brain—he learns to read in the old way with such little trouble, that he regards it as rather a pleasant riddle-guessing than hard labor. In short, by learning the new reading first, and then going on with the old, he has to spend less than half the time over reading that he is now condemned to do, and is saved all the labor, misery, disgust, and stupefying of the old way, while his style of reading is greatly improved, his pronunciation is rendered MORE CORRECT and DISTINCT, and his whole mind is brought into better condition.

7. For the truth of the above assertions, we refer you to the Reports of the Superintendents of the Public Schools of Waltham and West Roxbury, Mass.; Syracuse, N. Y.; Indianapolis, Ind.; Rockford, Ill., and to the results attained in the Public Schools of Cincinnati, O., St. Louis, Mo., and in the Primary Department of Girard College, of Philadelphia, and in other schools of less prominence all over the land. From these testimonials you will find that the Phonetic method is no trick, no quackery, no humbug; nay, that it is no longer even an experiment, but a well approved, well tried, and a thoroughly successful plan of teach-

ing to read, fit to be used in all schools, and already used in a great many. With these facts before you, you will be glad of an opportunity of having your children taught, or of teaching them yourself, by the improved method.

8. The Phonetic system is so simple, and so clearly explained in the Primer and Readers, that the teacher in his school, or the parent or older children at home, may readily acquire the ability of using them to the great advantage of their pupils. By this method, children may be taught to read at home before they are old enough for school, with no tax on the labor or patience of either the teacher or the one taught; and the benefit to your children of having their whole schooling time free from the labor of learning to read, by the old method, is greater than any but school teachers can conceive—Adapted from an Essay by A J Ellis

For the purpose of introducing this method of teaching to read the common print, the undersigned has prepared a series of Cards, Primer and Readers, [the same as those used in the schools above referred to,] which he will send, prepaid, by mail, to any address, on the receipt of one dollar.

Address, ELIAS LONGLEY,
160 Vine st., Cincinnati, O.

Results of Phonetic Teaching.

FROM GEO. L. FARNHAM, SUPERINTENDENT OF THE PUBLIC SCHOOLS OF SYRACUSE, N. Y.—“During the past year the system of Phonetic Teaching has been introduced into several of our Schools by way of experiment, and the results have proved so favorable that the Board have adopted it for all the primary departments.

“Children taught by this method, learn the first rudiments of reading and spelling by the sounds only. The process is so simple, and the connection so close between the sounds and the words they make when combined, that the children learn very readily to read, and that, too with a distinctness of utterance never attained under any other system. This latter result is so marked that it deserves particular notice. Some of the classes experimented upon were composed of pupils of every variety of parentage: American, English, Irish, and German; yet when trained for only a few months upon the system, they were found to have so completely lost all their peculiarities of pronunciation, that the most critical ear would find it difficult to detect their nationality.

“The following is a summary of the results of the experiment in our School.—

“1. A distinctness of articulation never before obtained.

“2. Independence in getting the pronunciation of new words.