

HAGAGA

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It is comparatively easy to *Teaching* teach children to read their *Adults.* own language if they attend school with anything like regularity; but it is not so easy to teach adults even though they attend regularly.

In the case of children you can put a spelling-sheet into their hand, and by constant repetition lead them along; but with grown-up people, especially those who have come out of heathenism, this method is not the best. In this case the great thing is to enable the class to *see through* the process from the first step; for the untutored mind can only be taken as far as the *WHY* and the *WHEREFORE* are evident: to proceed further confuses and disheartens the learner.

The following method I have found very successful in starting such adults on the Vernacular;—

After the Alphabet has been learned I write the vowels in a perpendicular row in the centre of the blackboard, and explain their power and use, calling them *gandal*, i.e., sonants. All the other letters I describe as *Tkal-shwan*, i.e., blown, or sounded with. Of these I take *B*, and write it on the board in front of the vowels, explaining the difference between its name *bay*, and its power *b°*—expressing the latter by compressing the lips and then opening them with a whispered bubble of sound.

I then show how the name is used in spelling (*mesim etetqu*), and the power in pronouncing (*shait etqu*). “Now,” I say, “put *a* in your mouths and blow it out with the power of *B*”. I then call

for *e* & *c* until I get *ba be bi bo bu*, and as I get each one I write it on the board.

This is the first step, and needs to be carefully worked, regulating the pace to suit the duller intellect in the class.

The second step is to write *b* behind the vowels, and ask the class to sound *a* and stop it with the power of *b*. Continuing we get *ab eb ib ob ub*.

The third step is to “blow *a* out of the mouth with *b*, and stop it again with *b*.” Thus we get *bab beb bib bob bub*.

I then proceed to spell *B (bay) a (ah)* and so on, while the class pronounces each syllable after me. The class is then supplied with printed sheets exhibiting the whole lesson; thus the pupils are gradually led from board to book.

Each consonant is handled on the model of *B* (the name and power given), the diphthongs being afterwards worked like the vowels.

The next step is to make variations by successive changes of one of the consonants.

	<i>Bab</i>	<i>Bib</i>	<i>Bob</i>
	<i>Beb</i>		<i>Bub</i>
		<i>a</i>	
		<i>e</i>	
<i>B</i>		<i>i</i>	<i>b</i>
		<i>o</i>	
<i>Ba</i>		<i>u</i>	<i>ab</i>
<i>Be</i>			<i>eb</i>
<i>Bi</i>			<i>ib</i>
<i>Bo</i>			<i>ob</i>
<i>Bu</i>			<i>ub</i>

THE BLACKBOARD.