

Another purpose of the method is to make the teaching and learning of reading and spelling more of a truly educational reasoning process to develop all the faculties of the mind; that reading may be raised to its proper plane of appreciation as a study and an art, to demonstrate the great fact that "art at its highest and nature at its truest are one."

Lest the alphabet may appear too complex at first sight to be taught or practically applied to school reading lessons, the reader is reminded that an illustration only of the numerous difficulties and perplexities in the pronunciation and spelling of English words extending through a whole series of such lessons, has been necessarily condensed to the compass of a few pages, with but little if any explanation of these difficulties which present themselves gradually to the child as he advances in school progress.

It must not be supposed that the alphabet is intended to be taught as it stands. It is simply an exemplification of the sounds and powers of the letters and words throughout our language. A few introductory lessons have been appended to illustrate the application of the method to a first primer and tablet lessons, also to Latin, French and German grammars.

The teachers' script is intended only to give the teacher a means of illustrating in writing the correct pronunciation of any word by using the *same characteristic* for each vowel sound and consonant function as is employed in this method in the print.

This script therefore so completely harmonizes with the print that the pupil may see, in such writing, the accurate pronunciation *shown in the same way* as in the print.

It is not to be presumed that the pupil is to be made to write this script, or the teacher to use it ordinarily, but only to illustrate the pronunciation of new or difficult old words without being compelled to use either diacritical marks or misspelling or both in order to avoid the greater evil of repeatedly telling, and monotonous drilling in pronunciation and spelling.

The shorthand characters involve the same phonetic symbols as the print and script letters. Their very close relation makes this system of shorthand the first which can be easily and naturally employed in conjunction with the learning of reading and writing at any stage of school life.

The objects of the method are not only to make the teaching of phonics equally applicable to every word, thereby greatly improving spelling as well as reading, by showing the elementary sounds and powers of all the letters, and to symbolize each so that they may be both *seen* and *spoken* in and through the recognized printed form of every word, but also by exposing the many inconsistencies to be mastered in printed words that they may be spelled properly, to make in the near future the demand for, and adoption of, true phonetic script and shorthand writing far more desirable, possible and probable than it is at present. Then the long and weary hours now spent by both teacher and pupil in drilling on pronunciation, reading, spelling and dictation may be saved to devote to the learning of far more useful and desirable knowledge, to better qualify our boys and girls for life's duties, also to enable the poor and unfortunate to learn to read and spell well with the assistance only of complete phonic readers.

The study of phonetics, involving a long struggle to harmonize, as far as possible, long and short-hand spelling and writing, a practical application of the method developed and used during an experience of twelve years in teaching reading in all classes in both Public and High Schools (applying the method to teaching Latin, French and German pronunciation in the latter), and an unshaken confidence in the many great advantages to be derived from its various applications, have been the irresistible incentives which make the presentation of this method a conscientious duty.

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