

How to Teach Phonics



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FOREWORD

Phonics is not a method of teaching reading, but it is *a necessary part* of every good, modern method. It is the key to word mastery, and word mastery is one of the first essentials in learning to read. A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers.

A knowledge of phonics not only gives power to pronounce new words, but it trains the ear, develops clear articulation and correct enunciation, and aids in spelling. Later, when diacritical marks are introduced, it aids in the use of the dictionary. The habit of attacking and pronouncing words of entirely new form, develops self-confidence in the child, and the pleasure he experiences in mastering difficulties without help, constantly leads to new effort.

The little foreigner, greatly handicapped where reading is taught by the word and sentence methods only, begins on an equal basis with his American neighbor, when the "Alphabet by sound" is taught.

In recent years only has the subject of phonics found a place on the daily school program; and there is perhaps, no other subject on the primary program so vaguely outlined in the average teacher's mind and therefore taught with so little system and definite purpose.

The present need is a systematic and comprehensive but simple method of phonics teaching thruout the primary grades, that will enable any teacher, using any good text in reading, to successfully teach the phonetic facts, carefully grading the difficulties by easy and consecutive steps thus preparing the pupils for independent effort in that getting, and opening for him the door to the literary treasures of the ages.

It is with the hope of aiding the earnest teacher in the accomplishment of this purpose that "How To Teach Phonics" is published.

L. M. W.

LEARNING TO READ

Every sound and pedagogical method of teaching reading must include two basic principles.

1. Reading must begin in the life of the child, with real thought content. Whether the thought unit be a word, a sentence, or a story, it must represent some idea or image that appeals to the child's interests and adjusts itself to his experience.

2. It must proceed with a mastery of not only words, but of the sound symbols of which words are composed.

The child's love for the story, his desire to satisfy a conscious need, gives him an immediate and compelling motive for mastering the symbols, which in themselves are of incidental and subordinate interest. While he is learning to read, he feels that he is reading to learn and "symbols are turned into habit."

If the child is to understand from the beginning that reading is that getting, we must begin with the sentence, rhyme or other language unit. If a story is the initial step, a few well chosen sentences that tell the heart of the story will constitute the first black board reading lesson.

The next step is the analysis of the sentence, or the study and recognition of the individual words therein.

Finally the word is separated into its elementary sounds, the study of the sound symbols growing out of the stock of words learned first as purely sight words.

Following this phonic analysis comes the final step, the blending of these phonic elements to produce new words. Thus gradually increasing prominence is given to the discovery of new words by this analytic-synthetic process, and less time to sight word drills, until they are entirely omitted, except for the teaching of unphonetic words.

There should be at least two ten-minute lessons in phonics each day. These lessons are not reading lessons and should not trespass on the regular reading period, when that getting and that giving are uppermost.

While greater prominence is given to the that phase in reading, the technical drill and active effort in mastering the mechanical phase is of equal importance as necessary preparation for good reading.

FIRST YEAR

1. *Ear Training:*

From the first day a definite place on the program should be given to phonics. This period, at first very short, will gradually increase to ten, fifteen or twenty minutes.

To enable pupils to recognize words when separated into their elementary sounds, exercises in "listening and doing," will constitute the first step in phonics teaching. Words are sounded slowly and distinctly by the teacher and pronounced or acted out by the pupils.

ACTION GAME

(First Day.)

c-l-a-p	s-w-ee-p	f-l-y
b-ow	d-u-s-t	r-u-n
j-u-m-p	s-l-t	s-l-ee-p
p-u-sh	d-r-i-n-k	w-a-k-e
m-a-r-ch	s-t-a-n-d	s-t-r-e-t-ch

If at first children are not able to distinguish the words when separated thus; s-t-a-n-d, d-r-i-n-k, blend the sound less slowly thus: st-and, dr-ink, gradually increasing the difficulty to st-an-d, d-r-ink, and finally to the complete analysis.

These ear training exercises should continue until a "phonetic sense" is established. Not all children can readily blend sounds and "hear the word." Patient drill for weeks, even months, may be necessary before a sense of phonetic values is attained. Haphazard and spasmodic work is fatal to progress; but a few minutes of brisk, lively drill, given regularly each day will accomplish wonders.

The exercises should be varied from day to day to insure active interest and effort.

Second Day:

Touch your n-o-se; your ch-ee-k; your ch-i-n; l-i-p-s; k-n-ee; f-oo-t; b-oo-k; p-e-n-c-i-l; d-e-s-k; sh-o-e; d-r-e-ss, etc.

Third Day:

Place a number of toys in a basket. Pupils find as the teacher sounds the name of each, saying: "Find the t-o-p"; "the s-p-oo-l"; "the d-o-ll"; "the h-o-r-n"; etc.

Fourth Day:

Sound the names of pupils in class; or names of animals; colors, fruits, places, etc.

Fifth Day:

R-u-n to m-e.
 C-l-a-p your h-a-n-d-s.
 W-a-v-e the f-l-a-g.
 C-l-o-s-e the d-oo-r.
 F-o-l-d your a-r-m-s.
 B-r-i-n-g m-e a r-e-d b-a-ll.
 B-ou-n-ce the b-a-ll.
 Th-r-ow the b-a-ll to Fr-e-d.
 R-i-n-g the b-e-ll.
 H-o-p to m-e.
 S-i-t in m-y ch-air.
 R-u-n to the ch-ar-t.
 S-i-n-g a s-o-n-g.
 B-r-i-n-g me the p-oi-n-ter.
 B-o-w to m-e.
 F-l-y a k-i-t-e.
 S-w-ee-p the f-l-oo-r.
 R-o-c-k the b-a-b-y.
 W-a-sh your f-a-c-e.
 D-u-s-t the ch-air-s.
 Sh-a-k-e the r-u-g.
 F-e-e-d the h-e-n-s.
 C-a-ll the ch-i-ck-s.
 M-i-l-k the c-ow.
 Ch-o-p w-oo-d.
 R-ow a b-o-at.
 B-l-ow the h-o-r-n.

The pupil should now begin sounding words for himself, at first, if need be, repeating the sounds after the teacher, then being encouraged to attempt them alone. He will soon be able to "spell by sound" names of common ob-

jects in the room, as well as easy and familiar words dictated by the teacher.

II. *Teach the Single Consonant Sounds.*

b, d, f, h, j, k, l, m, n, p, r, s (as in see), v, w, g (hard), c (hard), and qu as in queer.

Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like "city" or "gem" occur simply explain that sometimes "c" or "g" has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

The sounds must be given distinctly and correctly by the teacher, and she should insist on perfect responses. Good reading is impossible without clear and distinct articulation.

1. *Analyze Known Words in Teaching the Consonant Sounds.*

For the first lesson teach perhaps two consonant sounds. Suppose the words "ball" and "red" are chosen to be analyzed as words familiar to the class. (Selected from the reading lessons as the ones best known and most easily remembered.)

Write "ball" on the board, and pointing to the separated parts, sound slowly several times. Pupils repeat. Teacher say, "Show the letter that says 'b.'" The part that says 'all.' Write "b" under "ball" thus:

b all
 b

Pupil sound "b" several times, as it is written elsewhere on the black board.

Proceed with "red" in the same way. Keep these two forms,

b all r ed
 b r

before the class, asking frequently for the sounds until thoroly fixed in mind.

For the second lesson, review "b" and "r" and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

Suppose "c" is to be taught next and the type word chosen is "cup." (It is not necessary to teach the consonants in the order in which they occur in the alphabet,—it will depend rather upon the occurrence in the primer of the words chosen for type words. Write the word "cup." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, c up, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with "ball" and "red," being sure that each one gives the sound correctly.

(1.) After teaching "c" say, "Who can find a word on the chart beginning with this sound?" "In your books?" "on the blackboard?" the pupil sounding the letter as he points to it.

(2) Say, "I'm thinking of another word beginning with 'c.'" "It is something Grandpa uses in walking." (Cane.) "I'm thinking of something sweet that you like to eat." (Cake) (Candy) "Of the name of someone in this class." (Clara) (Carl) "A little yellow bird." (Canary) "You think of a word beginning with that sound." "Another." "Another."

2. *Begin At Once Applying Knowledge of the Sounds Learned.*

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "catch" appears, the pupils sound "c," the teacher pronouncing "atch" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. If the new word is "cab," the only help from the teacher is the short sound of "a". This given the pupil sounds "a" and "b" slowly; then faster, until the result of the blended sounds is

"ab." Combine "c" with "ab" in the same manner until by the blending of the sounds the word is recognized. Only such help should be given, as will enable the pupil to help himself.

"Ball," "red" and "cup" now become type words with which "b" "r" and "c" are associated respectively, and from which the pupil gets his "cue" if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for "b" it may be "baby," "ball," "boy," or "box," but let it be a word familiar to the class and easily remembered. For "d" it may be "doll," "day," or "dog;" for "y," "you", "yellow", etc.

The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds.

3. *First Steps in Writing and Spelling.*

As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.

The writing at first may be entirely at the blackboard, where the teacher's copy may be reproduced. For the slower ones who have difficulty with the form, a good practice is to "write it in the air," the pupil pointing with index finger and following the teacher as she writes, also tracing the teacher's copy with pointer, using free, rapid movement. (Tracing with crayon or pencil tends to slow, cramped writing, and should not be encouraged.) Thus when the forms of the letters are learned and associated with the sound, the pupils are able to write phonetic words from dictation as well as to "spell by sound."

4. *Consonant Drill.*

(1) With a rubber pen, a set of type, or with black

crayola, and cardboard, a set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

b all	b
b	B

The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound. After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

Other devices for teaching the consonants are sometimes used by successful teachers who do not use the type-words and cards. For instance, the letter may be associated with its sound in this way:—The clock says “t”; the angry cat, “f”; the cow says “m”; etc. The difficulty here is to find suitable symbols for each sound. If, for example, the sounds of “l”, “v” and “sh” are represented by a spinning wheel, a buzz saw, and a water wheel respectively, and if the child is not familiar with these symbols, they will not call up a definite sound in his mind; but if “l” is taught from “little,” “sh” from “sheep,” and “v” from “very,” (or other familiar words,) there can be no uncertainty and no time need be spent by the child in laboring to retain and associate the sounds with unfamiliar symbols.

Not the method, but the motive, is the essential thing. What we want is that every child should know the consonants thoroly. Get the *motive*, then use the method that brings the best results with the least expenditure of time and energy.

(2) For variety in reviewing and fixing the consonant sounds, give frequent dictation exercises.

a. With all the consonants on the board, the teach-

er sounds any consonant, the pupil finds and repeats the sound as he points it out. As the teacher points, pupils sound, occasionally in concert, and in individual recitation of the entire list. Individual work should predominate, to make sure that the pupil is giving the correct sound and putting forth independent effort.

b. Pupils write sounds as teacher dictates. If a pupil fails to recall and write the form, the teacher may pronounce the type word and ask the pupil to sound the initial consonant (tell the first sound in the word). To illustrate: The teacher pronounces “cup”, pupils sound “c”, then write it. If they have mastered the written forms they will enjoy this exercise.

Children soon acquire the ability and become possessed of the desire to write whole words. Then the teacher should direct this effort, teaching the child to visualize (get a picture of the word as a whole) and write short, simple words.

5. *Blending.*

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, e. g., bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.

(br, pl, fl, sl, cr, gl, gr, bl, cl, fr, pr, st, tr, str, sp, sw, tw, sk.)

gr ow	dr aw	pl ay
s ky	sm all	sl ay
fl ower	cr ow	st ay
st and	cl ean	fr ay
gl ass	pr ay	tr ay
br own	sp in	str ay
bl ue	sw ing	sl ow
st ore	sl ack	bl ow
tr ack	dw arf	gl ow

The teacher must pronounce the syllables that the children have, as yet, no power to master, e. g., with the word

“grow”, (1) the children will blend g and r, gr; (2) teacher pronounces “ow”; (3) children blend “gr” and “ow” until they recognize “grow.”

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

sh eep	ch ick	wh at	th at
sh ell	ch ild	wh en	th is
sh y	ch air	wh y	th ese
sh ore	ch ill	wh ere	th ose
sh ine	ch erry	wh ich	th ere
sh ow	ch ildren	th en	th eir
sh e	ch urch	th ey	th ey
sh all	ch ase		
sh ould	ch est		

III. Teach the Short Vowels.

Since more than 60 per cent of the vowels are short, and since short vowels outnumber long vowels by about four to one, they are taught first. Teach one vowel at a time by combining with the known consonants. And what fun it is, when short “a” is introduced, to blend it with the consonants and listen to discover “word sounds.” Henceforth the children will take delight in “unlocking” new words, without the teacher’s help. She will see to it, of course, that the words are simple and purely phonetic at first; as:

c-a-n, can	h-a-d, had
c-a-p, cap	m-a-t, mat
c-a-t, cat	m-a-n, man
r-a-t, rat	f-a-n, fan
h-a-t, hat	s-a-t, sat

Whole “families” are discovered by placing the vowel with the initial or the final consonants, thus:

ca n	r at	f an
ca p	h at	an d
ca t	c at	s an d
ca b	b at	st an d
ma t	f at	l an d
ma n	s at	b an d

The children will enjoy forming all the families possible with the known sounds.

Short “a” Families or Phonograms.

at	an	ap	ad	ack	ag	and	r ang	b ank
b at	c an	c ap	h ad	b ack	f ag	b and	s ang	r ank
c at	m an	g ap	l ad	h ack	f ag	h and	b ang	s ank
f at	p an	l ap	m ad	J ack	j ag	l and	h ang	t ank
m at	t an	m ap	g ad	l ack	l ag	s and	f ang	bl ank
p at	r an	n ap	b ad	p ack	n ag	st and	ci ang	er ank
N at	f an	r ap	e ad	r ack	r ag	gr and	spr ang	dr ank
s at	b an	s ap	f ad	s ack	s ag	br and		Fr ank
r at	D an	t ap	p ad	t ack	t ag	str and		pl ank
h at	N an	tr ap	s ad	st ack	w ag			th ank
th at	V an	str ap	gl ad	sl ack	st ag			
		sn ap	br ad	tr ack	br ag			
		wr ap		bl ack	dr ag			

After a little drill in analyzing the words of a family, (sounding the consonant and phonogram separately) they should be pronounced at sight, analyzing the word only when the pupil fails in pronunciation.

The teacher’s chart of phonograms as she works it out for herself may be something like this.

ā	ē	ī	ō	ū
at	et	it	ot	ut
ack	ed	ick	ock	ub
ad	en	id	od	uck
ag	est	ig	og	ug
an	end	im	op	um
ap	edge	in	ong	un
and	ent	ip	oss	uff
ang	ess	ift		ung
ank	ell	ing		unk
ash		ink		ump
amp		ill		ush
				ust

While this gives the teacher a working chart, it is neither necessary nor advisable that the above order be always followed in teaching the phonograms and sounding series of words, nor that they be systematically completed before other phonograms found in the words of the reading lessons are taught. Such phonograms as “ound” from “found”, “un” from “run”, “ight” from “bright”, “est” from “nest”, “ark” from “lark”, etc., may be taught as soon as

these sight words are made a part of the child's reading vocabulary.

f ound	r un	br ight
-ound	un	ight
s ound	f un	m ight
r ound	s un	r ight
gr ound	b un	f ight
b ound	g un	fr ight
p ound	n un	l ight
f ound	r un	s ight
h ound	s un	sl ight
ar ound	st un	n ight
n est	l ark	e atch
est	ark	atch
b est	d ark	h atch
l est	b ark	m atch
p est	m ark	m atch
r est	h ark	b atch
t est	p ark	' atch
v est	sp ark	p atch
w est	st ark	th atch
cr est	sh ark	scr atch
ch est		sa atch
gu est		

Attention is not called here to the various vowel sounds, but the complete phonogram is taught at sight.

Short "e" Phonograms.

bed	h en	b end	b ent
fed	d en	l end	c ent
led	p en	m end	d ent
n ed	m en	s end	l ent
r ed	B en	t end	s ent
Fr ed	t en	bl end	r ent
sh ed	wr en	sp end	t ent
sl ed	th en	tr end	w ent
bl ed	wh en		sp ent
	gl en		
edge	B ess	b ell	sh ell
h edge	l ess	c ell	sm ell
l edge	bl ess	s ell	sp ell
s edge	ch ess	t ell	sw ell
w edge	dr ess	f ell	dw ell
pl edge	pr ess	n ell	
sl edge	gu ess	w ell	

Short "i" Phonograms

D ick	s ick	cl ick	th ick
k ick	t ick	qu ick	tr ick
l ick	w ick	sl ick	
p ick	br ick	st ick	
b id	D ig	d im	p in
d id	b ig	h im	t in
h id	f ig	J im	b in
k id	d ig	r im	f in
l id	r ig	T im	s in
r id	w ig	tr im	w in
sl id	tw ig	br im	ch in
sk id		sk im	gr in
		sl im	sk in
		sw im	sp in
d ip	l ift	s ing	p ink
h ip	g ift	k ing	l ink
l ip	s ift	r ing	m ink
n ip	dr ift	w ing	s ink
r ip	sh ift	br ing	w ink
s ip	sw ift	cl ing	bl ink
t ip	thr ift	sl ing	br ink
ch ip		st ing	dr ink
cl ip		str ing	ch ink
sl ip		spr ing	cl ink
dr ip		sw ing	shr ink
gr ip		th ing	th ink
sh ip		wr ing	
sk ip			
tr ip			
str ip			
wh ip			

Short "o" Phonograms

B ob	n od	c ock	d og
e ob	p od	l ock	h og
r ob	r od	r ock	l og
s ob	h od	s ock	f og
m ob	c od	m ock	fr og
j ob	cl od	bl ock	c og
f ob	pl od	cl ock	j og
kn ob	tr od	cr ock	cl og
thr ob	sh od	fl ock	
		kn ock	
		st ock	

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h op	t op
m op	st op
i op	dr op
s op	cr op

s ong
l ong
d ong
g ong
str ong
wr ong
pr ong
thr ong

sh op
si op
pr op

l oss
t oss
R oss
m oss
b oss
cr oss
fl oss
gl oss

Phonograms Containing Short "u"

r ub	d uck	b ug	r un
t ub	l uck	h ug	s un
c ub	t uck	j ug	f un
h ub	cl uck	i ug	b un
cl ub	pl uck	m ug	g un
gr ub	sh uck	p ug	sp un
scr ub	tr uck	r ug	st un
st ub	str uck	t ug	sh un
sn ub		dr ug	
		pl ug	
		sn ug	

dr um	a uff
pl um	m uff
ch um	p uff
g um	h uff
h um	b uff
sc um	bl uff
gl um	gr uff
	st uff

b unk	j ump	h ush	m ust
h unk	b ump	m ush	j ust
j unk	l ump	r ush	r ust
ch unk	h ump	g ush	d ust
dr unk	p ump	br ush	cr ust
sk unk	d ump	cr ush	tr ust
sp unk	st ump	bl ush	thr ust
tr unk	th ump	pl ush	
		thr ush	

From the beginning review daily the phonograms taught.

Thus by means of these daily drills in pronunciation, the pupil gains power in mastering new words. He constantly makes intelligent and practical application of the knowledge he has gained in pronouncing a letter or a combination of letters in a certain way, under certain conditions.

Diacritical Marks

The child has no need of diacritical marks at this time; indeed he has little need for them until the fourth year, when the use of the dictionary is taught. The new dictionaries greatly simplify the matter of mastering the diacritical marks, and lessen the number needed, by re-writing unphonetic words in simple phonetic spelling.

During the first three years do not retard the child's progress, and weaken his power to apply the knowledge which his previous experience has given him, by marking words to aid him in pronunciation. At best, the marks are artificial and questionable aids.

PHONIC PLAYS

Much necessary drill can be made interesting by infusing the *spirit* of play into an exercise that would otherwise be formal.

1. "Hide and Seek"

"Hide and Seek" at once suggests a game. The teacher introduces it simply by saying: "We'll play these sounds are hiding from us. Who can find them?"

Place the consonant cards on the blackboard ledge. The teacher writes any consonant on the board and immediately erases it. A pupil finds the card containing the same consonant, sounds it, and replaces the card.

Teacher writes several sounds on the board, then erases them. Pupil finds corresponding sounds on cards, in the order written.

lowing may be given after a number of short "a" phonograms are mastered:

The cat sat on a mat.
 Nan has a fan.
 The cat is fat.
 The cat can see the pan.
 The man has a hat.
 Dan has a bat.
 Dan has a hat and a cap.
 The bag is in the cab.

When phonograms containing the other short vowels are known, words may be pronounced miscellaneously from different series or families; as, run, cap, pet, ran, pin, top, followed by sentences made up of miscellaneous words, as,—

"Run red hen."
 "Nan has a fan."
 "Get the hat pin."
 "Ned can spin a top."
 "Nat set the trap."
 "Jack run back and get the sack."
 "A fat man got in the hack."
 "Can Sam get the hat?"

THE ALPHABET AND ORAL SPELLING

The names of letter should not be formally taught until their sounds are thoroly fixed in mind; otherwise the names and sounds will be confused. Pupils who begin by "learning their letters" will be found spelling out a word (naming over the letters) in order to arrive at the pronunciation. Attention must be focused on the *sounds only*, at first. When the consonant sounds are mastered by every member of the class, and they have gained some proficiency in pronouncing words by blending these with the short and long vowel sounds, the *names* of the letters may be taught, and the alphabet committed to memory in order.

While as a rule, most children learn the majority of the letters incidentally by the end of the first year, it often hap-

pens that some remain ignorant of the alphabetical order until they come to use the dictionary, and are greatly handicapped.

To Associate the Name of the Letter With Its Sound.

(1) The teacher names the letter as she points to it and the children give the corresponding sound; (2) As the teacher sounds the letter, pupils name the letter sounded. (3) Repeat with the letters erased from the board.

Oral spelling may begin *after* the sounds have first been mastered—and as soon as the names of the letters are taught. Spell only the phonetic words at first. The lists of families of words which have been written from dictation may now be spelled orally.

The spelling recitation may be both oral and written, but written spelling should predominate the first year. Unphonetic words should be taught by visualizing—getting the form of the word as a whole. The teacher writes the word on the board in free rapid hand, pupils observe for a moment, getting a mental picture of the form; the word is erased by the teacher, and reproduced on the board by the pupil.

While oral spelling aids the "ear-minded" pupil and gives variety in the recitation, written spelling should predominate for the reasons that (1) in practical life, spelling is used almost wholly in expressing thought in writing; (2) the eye and hand should be trained equally with the ear. It is often true that good oral spellers will fail in writing the same words for want of practice. (3) In the written recitation each pupil can spell a greater number of words and in less time than is possible in oral spelling.

SEAT WORK

1. Distribute pages from magazines or old readers and let pupils underline words beginning with a certain consonant (the one being taught). If different colored pencils are used, the same pages can be used a number of times. When the "m" sound is being taught let all words beginning with that sound be marked with black; at another seat

work period, words beginning with "b" are marked with "green;" and again, words beginning with "f" sound are marked with blue pencils, etc.

Underline digraphs, blended consonants, and phonograms.

2. The teacher writes a phonogram on the board and below it all the consonant sounds from which words may be built. Pupils write the entire words.

3. Phonograms are written on the board; pupils supply consonants and write out the words.

4. Have a number of phonograms and three or four sets of consonants in envelopes. Give an envelope to each child and let him build the words on his desk. Duplicate copies can be made on a hectograph, one set for each lesson; then if one envelope from each set is preserved, those miscellaneous lessons can be used in review for a long time, each child using a different set each time.

5. Write on the board lists of words ending in various phonograms and let the children re-write them, arranging in columns according to phonograms.

6. Write families from memory.

GENERAL SUGGESTIONS

1. At least two daily periods should be given to phonics. The first lessons will be short, but after some advance has been made, ten to fifteen minutes should be given.

2. As far as possible let the words for phonic drill be those that will occur in the new reading lessons.

3. Constantly review all familiar sounds, phonograms, digraphs, blends, etc., when met in new words, and so teach pupils to apply their knowledge of phonics.

4. Teaching them to "pantomime" the sounds—representing them mutely by movement of the lips, tongue and palate, will aid them in silent study at their seats.

5. By the end of the first year the pupil's phonetic knowledge, combined with his vocabulary of sight words and his power to discover a new word, either phonetically or by the context, ought to enable him to read independently any

primer, and to read during the year from eight to twelve or more primers and first readers.

6. In reading, pupils should be taught to get the meaning chiefly by context—by the parts which precede or follow the difficult word and are so associated with it as to throw light upon its meaning.

7. When a word cannot be pronounced phonetically, the teacher should assist by giving the sound needed, but the pupil will soon discover that by using his wits in phonics as in other things, he can get the new word for himself by the sense of what he is reading, e. g., in the sentence, "The farmer came into the field" he meets the new word "field." Naturally a second year pupil, who has learned the reasons for sounding will apply the long sound of "i;"—as he reads it does not make sense, so he tries short "i." Still the sentence is meaningless, so he tries again with "e" and reads a sentence which satisfies him, because the meaning is clear.

If the first year pupil pronounces the word "coat" as co-at (recognizing the last combination as a member of the "at" family) the teacher will underline and call his attention to the digraph "oa" which he has already learned to pronounce as long "o." Most pupils however, meeting the word in a sentence—as, "The caterpillar's coat is green"—would, if reading thoughtfully recognize the word by the context.

8. Drill on obscure sounds should be omitted the first year. Unphonetic words should be taught as sight words: as: one, many, been, said, they, ought, eight.

9. Begin to combine words and syllables into longer words as soon as possible: door-step, in-deed, hand-some, before, ham-mer-ing, in-no-cent, for-get-ful, car-pen-ter, side-walk, mis-take.

10. Give time increasingly to analytic-synthetic word study, e. g.—"eight" and "rain" are taught as sight words.

	eight	rain
Analysis:	eight	rain
	w eight	plain
Synthesis:	w eight	plain
	n eight	com plain
	n eight bor	com plain ing

ARTICULATION

Exercises to correct faulty articulation and secure flexibility should be given frequently. Constant vigilance is necessary in overcoming the common errors shown in the following examples.

"I will eat you," said the troll. (not "e-chew")

Dear little baby, close your eye. (not "clo-zhure eye")

"I will then," said Red Hen, and she did. (not "an' she did.")

Put your right hand in. (not "put chure")

—you, and you, and you. (an' Jew.)

Father will meet you (meat chew) at the station.

The leaves turned to red and gold. (red Dan gold)

"No matter what you hear, (what chew) no matter what you see, Raggylug, don't you move." (don't chew)

Tender flowers come forth to greet her (gree-ter)

It is not at all (a-tall) like the mother bird.

Have the pupils practice such exercises as:—

Did you? Don't you? Would you? Should you?

Could you? (Not "did Jew," "don't chew" etc.)

Where shall I meet you? (not meat chew)

When shall I meet you?

She sells sea shells.

Pupils usually have difficulty with words ending in sts, dth, pth. Lists of such words should be drilled upon:—

Nests, vests, posts, hosts, boasts, fists, mists, frosts, length, breadth, depth.

"He thrusts his fists against the posts,

And still insists he sees the ghosts."

(If necessary show the pupils how to adjust the vocal organs to make the different sounds.)

m, n, ng (nasal)

p, b, w, m (lips)

f, v (lips and teeth)

t, d, s, z, n (tongue and hard palate.)

j, ch, (tongue and hard palate—back)

k, g, ng (tongue and soft palate.)

y, l (tongue, hard palate and soft palate.)

p, b, d, t, j, k, h, g, ch (momentary)

w, f, v, s, l, r, y, th, sh (continuous)

The majority of children learn the sounds by imitation and repetition. The above is to help the teacher in giving the sounds correctly.

SECOND YEAR

I. *Review Single and Blended Consonants, Digraphs, Short and Long Vowels, and All Phonograms.*

II. *Continue Pronouncing Exercises, Teaching New Phonograms.*

Continue word study by the analytic-synthetic process. These phonic drills will deal largely with the new words that occur in the daily reading lessons.

III. *Syllabication.*

In mastering the pronunciation of new words, pupils should acquire the habit of analyzing them into syllables.

The ear must be trained to *hear* syllables, they should be *separately pronounced*, and *clearly imaged*. This makes for effective spelling later. Most of the difficulties in spelling are removed when the habit of breaking up a complex word into its elements is acquired.

re mem ber

ther mom e ter

sep a rate

in de pen dence

dan de lion

mul ti pli ca tion

beau ti ful

re frig er a tor

IV. *Teach the Long Vowel Sounds.*

We have found that the short vowels predominate in the English language. The long vowel sounds come next in frequency. When the child has mastered the letters and combinations representing these two sounds, he is able to

recognize a large majority of the phonetic words in our language.

Phonetic words follow definite rules of pronunciation. These rules are not to be formally taught in the first and second years, but pointed out by examples, so that the visual and auditory image may be associated.

To illustrate: When there are two or more vowels in a word of one syllable, the first vowel is long, and the last silent, as: came, leaf, coat, rain.

"When there is one vowel in the word and it is the last, it is long," as: me, he, fly.

All vowels are short unless modified by position.

Have the children notice the effect of final "e" upon some of their short vowel words. These lists will furnish good pronunciation drills.

mat	mate	bit	bite	tap	tape
pan	pane	rod	rode	fad	fade
fat	fate	hat	hate	mad	made
can	cane	pin	pine	rat	rate
not	note	rob	robe	pet	Pete
man	mane	din	dine	dim	dime
cap	cape	fin	fine	spin	spine
hid	hide	mop	mope	kit	kite
hop	hope	plum	plume	rip	ripe
tub	tube			cub	cube
				cut	cute
				tun	tune

Call attention to the vowel digraphs in the same way: ea, ai, oa, ay.

deaf	seat	bean
neat	leaves	meat
heat	peach	lean
please	eagle	clean
eat	seam	teach
mean	stream	glean
read	squeal	wean

While there are exceptions, as in the words "head" and "bread," the digraph "ea" has the sound of long "e" in nearly three-fourths of the words in which it occurs and should be so taught. The visual image "ea" should call up

the auditory image of long "e." When the child meets the exceptions the context must be relied on to aid him.

Likewise in the following list, the new fact to be taught is the digraph "ai" having the long sound of "a." Blending the initial and final consonants with this, the pupil pronounces the new list of words without further aid.

rain	chain	faith	daisy
wait	main	paint	daily
nail	brain	faint	plainly
pail	drain	snail	waist
pain	claim	frail	complain
pain	train	praise	sailor
aim	plain	quail	raise
maid	braid	sprain	trail
mail			

The digraph "oa" and "ay" may be taught with equal ease the first year. There is no reason for deferring them; they should be taught as soon as the children have need for them.

coat	toast	roar	
load	goat	roam	
float	road	moan	
toad	roam	throat	
oar	boat	oat meal	
croak	soar	foam	
loaf	soap	coarse	
loaves	groan	board	
goal	boast	cloak	
coach	poach	roast	
say	day	may	gay
hay	play	slay	pray
lay	clay	dray	gray
nay	bray	way	stay
pay	tray	sway	spray
ray	stray	jay	stray

LONG VOWEL PHONOGRAMS

(These lists are for rapid pronunciation drills.)

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape
g ame	w ade	p ace	m ate
n ame	bl ade	r ace	d ate
s ame	gr ade	br ace	f ate
t ame	sh ade	Gr ace	g ate
bl ame	sp ade	pl ace	h ate
fi ame	gl ade	sp ace	K ate
sh ame	tr ade	tr ace	

c age	b ake	s ale	l ate
p age	c ake	b ale	r ate
r age	i ake	p ale	cr ate
s age	m ake	t ale	gr ate
w age	r ake	sc ale	pl ate
st age	s ake	st ale	sk ate
	t ake	wh ale	st ate
	w ake	g ale	g ave
c ane	dr ake	d ale	s ave
l ane	fl ake	c ape	c ave
m ane	qu ake	t ape	p ave
p ane	sh ake	cr ape	r ave
y ane	sn ake	dr ape	w ave
cr ane	st ake	scr ape	br ave
pl ane	br ake		gr ave
			sh ave
			sl ave
			st ave
			cr ave

b ee	h eed	s eek
h ee	s eed	m eek
m ee	w eed	w eek
w ee	r eed	ch eek
sh ee	bl eed	cr eek
th ee	br eed	sl eek
tr ee	gr eed	p eek
s ee	sp eed	Gr eek
b ee	st eed	f eet
th ee	fr eed	b eet
fl ee	f eel	m eet
kn ee	p eel	fl eet
fr ee	h eel	gr eet
thr ee	r eel	sh eet
gl ee	kn eel	sl eet
sk ee	st eel	str eet
d eed	wh eel	sw eet
n eed		
f eed		

p eep	d eem
d eep	s eem
k eep	t eem
ch eep	br eeze
w eep	fr eeze
cr eep	sn eeze
sh eep	squ eeze
sl eep	wh eeze
st eep	
sw eep	

d eer	m ica	pr ide	kn ife
ch eer	n ice	gl ide	str ife
qu eer	r ice	gu ide	h igh
sh eer	pr ice	sl ide	s igh
st eer	sl ice	str ide	n igh
sn eer	sp ice	d ie	th igh
gr een	tr ice	t ie	l ight
qu een	tw ice	l ie	m ight
pr een	r ide	d ied	r ight
scr een	s ide	dr ied	br ight
w een	h ide	fr ied	f ight
spl een	t ide	sp ied	n ight
s een	w ide	l ife	s ight
k een	br ide	w ife	
		f ife	

t ight
fr ight
sl ight
kn ight

l ike
d ike
p ike
h ike
t ike
sp ike
str ike

p ile
t ile
m ile
N ile
f ile
sm ile
st ile
wh ile

d ime
l ime
t ime
ch ime
sl ime
pr ime

f ind
m ind
b ind
r ind
w ind
bl ind
gr ind

f ine
d ine
m ine
n ine
p ine
v ine
br ine
sh ine
sp ine
sw ine
th ine
tw ine
wh ine

r ipe
p ipe
w ipe
sn ipe
tr ipe
str ipe

t ire
w ire
f ire
h ire
m ire
sp ire
squ ire

k ite
b ite
m ite
qu ite
sm ite
sp ite
spr ite
wh ite
wr ite

f ive
h ive
d ive
l ive
dr ive
str ive
thr ive

m y
b y
fl y
cr y

dr y
fr y
pr y
sh y
sk y
sl y
sp y
spr y
st y
tr y
wh y

r obe
gl obe
r ode
j oke
p oke
w oke
br oke
ch oke
sm oke
sp oke
str oke

thr ow
s own
bl own
gr own
fl own
thr own

c old
s old
b old
m old
t old
f old
g old
h old
sc old

h ole
p ole
m ole
s ole
st ole
wh ole
r oll
tr oll
str oll

c olt
b olt
j olt
v olt

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r ose
n ose
h ose
p ose

t ube
c ube
m ule
f ume
pl ume
J une
t une
c ure
p urs

ch ose
th ose
cl ose
w ove
dr ove
gr ove
cl ove
st ove

h oe
t oe
J oe
f oe
w oe

d oor
fl oor

m ow

r ow

s ow

b ow

bl ow

sl ow

sn ow

cr ow

fl ow

gl ow

gr ow

kn ow

sh ow

bl ue

d ue

h ue

c ue

gl ue

fl ue

The Diphthongs oi, oy, ou, ow.

oi	oy	m ound	ow
b oil	b oy	gr ound	c ow
s oil	j oy	c ount	n ow
t oil	t oy	m ount	h ow
c oil	R oy	h our	b ow
br oil	tr oy	fl our	or ow
sp oil	ou	h ouse	f owl
		m ouse	h owl
v oice	l oud	bl ouse	gr owl
ch oice	cl oud	p out	sc owl
c oin	pr oud	sh out	d own
j oin	c ouch	sp out	g own
j oint	p ouch	spr out	t own
p oint	s ound	st out	br own
n oise	b ound	tr out	cl own
m oist	r ound	m outh	cr own
	f ound	s outh	dr own
	w ound		fr own

THIRD YEAR

I. Rules or Reasons for Sounds.

(The effect of the position of the letter upon its sound.)

II. Effect of "r" Upon Vowels.

III. Equivalentents.

IV. Teach Vowel Sounds Other Than Long and Short Sounds, by Analyzing Known Words and Phonograms.

Pupils know the phonogram "ark," learned when the following list of words was pronounced: bark, dark, hark, lark, mark, park, shark, etc. Attention is now called to the long Italian "a" sound (two dots above) and other lists pronounced; as, farm, barn, sharp, charm. Broad "a" (two dots below) is taught by recalling the familiar phonogram "all" and the series: ball, fall, call, tall, small, etc., pronounced. Also other lists containing this sound: as, walk, salt, caught, chalk, haul, claw, cause.

(The rules for sounds apply to the individual syllables in words of more than one syllable as well as to monosyllables.)

DIGRAPHS

(For rapid pronunciation drills.)

sh	ch	th	wh	th
sh eep	ch ick	bath	wh en	then
sh ell	ch ild	both	wh y	they
sh y	ch air	doth	wh ere	these
sh ore	ch ill	mirth	wh ich	those
sh ine	ch erry	worth	wh at	the
sh ow	ch ildren	birth	wh ile	thy
sh e	ch urch	tooth	wh ose	that
sh al	ch ase	loth	wh ite	this
sh ould	ch est	girth	wh ale	thus
sh ake	ch ange	thin	wh eat	thine
sh ame	ch alk	thick	wh eel	there
sh ape	ch ain	think	wh ack	their
sh are	ch ance	throat	wh ip	them
sh ark	ch arge	thorn	wh irl	though
sh arp	ch ap	three	wh et	thou
sh awl	ch apel	third	wh ey	
sh ed	ch apter	thaw	wh isper	
sh ear	ch arm		wh istle	
sh epherd	ch eck			

HOW TO DISTINGUISH BETWEEN VOWELS AND CONSONANTS

Before the rules for the sounds are taken up, it will be necessary that the pupils know how to distinguish the vowels from the consonants.

Have the vowels on the board, also lists of words, and drill on finding the vowels in the lists. The teacher says, "These letters are called vowels." "How many vowels are there?" "Find a vowel in this word"—pointing to one of the words in the lists. As the pupil finds it he says, "This is a vowel." Find the vowels in all the words in the lists.

PHONICS AND LANGUAGE

When the vowels and consonants can be distinguished, pupils can be taught the use of the articles "a" and "an".

"An" is used before words beginning with vowels; "a" before words beginning with consonants. Lists of words

are placed on the board to be copied, and the proper article supplied.

apple	ball
stem	eye
peach	owl
orange	flower
table	uncle
	ink-stand

Use the article "the" with the same list of words in oral expression, pronouncing "the" with the long sound of "e" before words beginning with vowels, as "The apple," "The ink-stand."

The apple is on the table.

The peach is ripe.

The flower and *the* orange are for you.

The owl has bright eyes.

The ice is smooth and hard.

Grandfather sits in *the* arm chair.

Is *the* envelope sealed?

The old man leans on the cane.

RULES OR REASONS FOR SOUNDS

The real difficulty in phonics lies in the fact that the pronunciation of the English language abounds in inconsistencies. Its letters have no fixed values and represent different sounds in different words.

While there are but twenty-six letters in the English alphabet there are forty-four elementary sounds in the English language.

Thus far but one sound for each consonant has been taught and emphasized. Incidentally the fact that some of the letters have more than one sound has been discovered, as c in city, g in gentle,—but now definite teaching is given concerning them. The new sound is taught with its diacritical mark and the reason given, e. g. "c before e, i, or y is soft."

When a reason or rule for marking is given, lists of words illustrating the rule should be sounded and pronounced. The teacher marks the word as the reason is

given. Lists of words may be marked by the pupils as a dictation exercise.

The above use of *diacritical marks* does not apply to the pernicious practice of marking words to aid in pronunciation, but to show the purpose of marks, which is merely to indicate the sound.

Teach that the sound of the letter depends upon its position in the word, and not upon the diacritical marks.

REASONS FOR SOUNDS

1. When there is one vowel in the word and it is at the last, it is long.

me	he	my	sky
be	the	by	cry
we	she	fly	try

2. One vowel in the word, not at the last, is short; as, mat, nest, pond.

(Refer to short vowel lists to test this rule.)

3. When there are two or more vowels in a syllable, or a word of one syllable the first vowel is long, and the last are silent; as: mate, sneeze, day. (Teacher mark the long and silent vowels as the reason for the sound is given.)

Children mark these words and give reason: game, kite, make, coat, meat, wait.

After rules (1 to 3) are clearly developed, apply them by marking and pronouncing these words and giving reasons.

coat	man	neat
he	ufne	box
sun	feel	kite
she	run	me
take	we	seam
heat	bit	tan
bite	mad	made
take	cape	the
mane	cap	lake

Rule 4.

When double consonants occur, the last is silent; tell, back.

back	bell	kill	dress	duck
Jack	fell	till	Jess	tack
pack	Nell	fill	less	press
lack	Bell	pill	neck	luck
sack	sell	will	Bess	still
tack	tell	hill	block	stick
shall	well	mill	peck	trill
shell	yell	rock	clock	struck

Rule 5.

T before ch is silent: catch.

hatch	switch	ditch
match	stretch	pitch
latch	thatch	stitch
patch	sketch	fetch
hitch	scratch	match
watch	snatch	crutch

Rule 6.

N before g, the sound of ng (n): sing, also n before k—

ng,—ink.

bang	song	lank
rang	long	bank
sang	strong	sank
hang	thing	tank
wink	cling	sung
sink	swing	lung
think	sing	swung
brink	sting	stung

Rule 7.

Initial k before n is silent—knife.

knee	knew	know
knack	knot	knock
knob	knell	knife
knelt	known	kneel

Rule 8.

Initial w before r is silent—write.

wry	wren	written
wring	wreak	wrist
wrong	wrote	wriggle
write	wretch	wrench
wrap	wreath	writing

Rule 9.

Initial g before n is silent—gnaw.

gnat	gnarl	gnu
gnaw	gneiss	gnome

Rule 10.

C before e, i or y is soft.—cent, city, cypress.

face	cent	nice
lace	cell	price
place	ice	slice
race	rice	twice
Grace	rice	cypress
cylinder	cyclone	

(Hard c is found before a, o, and u or a consonant.)

Rule 11.

G before e, i or y is soft,—gentle, giant, gypsy.

(Get and give are common exceptions.)

age	gentle	gem
cage	gin	gypsy
page	gill	giraffe
rage	ginger	wage
sage	giant	gipsy

Exercise—Pronounce and mark the following words, and tell whether they contain the soft or hard sounds of g.

go	gay	gate	globe
dog	bag	garden	glass
gentle	cage	general	forge
geese	gather	wagon	glove
gem	game	George	forget
germ	Gill	Grace	grain

Note effect of final e on hard g.

rag	rage	sag	sage
wag	wage	stag	stage

Rule 12.

I before gh—i is long and gh silent—night.

light	right	fight
night	bright	fright
sight	high	slight
might	thigh	flight
tight	sigh	plight

Rule 13.

Final y in words of more than one syllable is short,—

cherry.		
dainty	pity	ferry
plainly	city	lightly
rainy	naughty	berry
daisy	thirty	merry
dally	dreary	cherry

Rule 14.

Final e in words of more than one syllable is silent.—
gentle, Nellie.

Rule 15.

Effect of r upon vowels.

$\tilde{e}r$	$\tilde{i}r$	$\tilde{o}i$	$\tilde{u}r$
her	bird	work	urn
fern	sir	word	turn
term	stir	worm	hurt
herd	girl	world	purr
jerk	first	worst	burn
ever	chirp	worth	churn
serve	whirl	worse	burst
perch	hirst	worship	church
kernel	fir	worthy	curve
verse	firm	worry	curb
verb	third		fur
germ	birth		blur
herb	birch		curd
stern	thirty		curl

OTHER EQUIVALENTS

	$\hat{a}=\hat{e}$	$\hat{a}=\hat{e}$	
they	eight	care	heir
obey	weight	bare	their
prey	freight	fare	there
weigh	neigh	hair	where
sleigh	veins	fair	stair
reign	whew	chair	pear
skein	rein		pair

 $\hat{a}=\hat{o}$ $\hat{a}=\hat{o}$ $\hat{a}u=\hat{a}w=\hat{o}u$

what	not	call	nor	haul	ought
was	odd	raw	for	fault	bought
watch	cot	want	corn	cause	sought
wasp	got	walk	cord	pause	caw
wash	hop	salt	short	caught	saw
drop	dog	hall	storm	naught	paw
spot	fog	draw	horse	naughty	draw
		talk	morn	thought	thaw

 $\hat{o}u=\hat{o}w$ $\hat{e}w=\hat{u}$

our	how	dew	due
out	now	few	hue
nour	cow	mew	blue
flour	bow	new	June
trout	plow	Jew	tune
shout	owl	pew	plume
mouth	growl	hue	ure
sound	brown	glue	flute
mouse	crowd		
ground	flower		
house	drown		

 $\hat{e}w=\hat{o}o=\hat{o}=\hat{u}$ $\hat{o}=\hat{o}o=\hat{u}$

grew	do	poor	rude	wolf	woo'
chew	you	soon	rule	could	foot
crew	to	noon	tool	would	good
brew	shoe	whom	school	should	hood
drew	prove	food	spool	woman	wood
threw	broad	whose	roof	shook	stood
screw	moon	tomb	broom	crook	pull
strew	goose	stoop	roost	hook	bush
shrewd				took	full
				brook	put
				book	puss
				look	

	o = ū	oy = oi	
come	fun	boy	oil
none	gun	joy	soil
son	run	Roy	voice
dove	sup	toy	spoil
love	cup	troy	joint
some	sun	join	point
ton	hum	coin	choice
won	drum	noise	noise
does	plum	toil	moist
touch	nut		
glove	shut		
month	much		
none	must		

FOURTH YEAR

I. Review and continue to apply the principles of pronunciation, with a more complete mastery of the vowel and consonant sounds as found in Webster's dictionary.

II. Teach the diacritical marks found in the dictionary to be used. The marks needed will be found at the foot of each page of the dictionary.

III. Teach the use of the dictionary.

(1) See that every child owns, if possible, one of the new dictionaries, in which unphonetic words are respelled phonetically.

(2) See that all know the alphabet in order.

(3) Pupils practice finding names in the telephone directory, catalogs, reference books, etc.

(4) Practice arranging lists of words in alphabetical order, as in the following dictation exercise.

Rewrite these words in the order in which they would occur in the dictionary.

chance	value
alarm	hurdle
green	evergreen
window	feather
indeed	leave
sapwood	monkey
bruise	kernel
double	lolly

Also lists like these:—a step more difficult.

arbor	angry
alarm	after
artist	age
afford	apron
apple	appear
athletic	approve
assist	answer
always	anchor

After teaching the alphabetical order, with dictionary in hand, have the pupil trace the word to its letter, then to its page.

Having found his way to the word, he must now learn to read what the dictionary has to tell him about it. His attention is called to syllabification as well as to diacritical marks. (Those found at the foot of the page will furnish the key to pronunciation.)

He finds that his dictionary is a means of learning not only the pronunciation of words, but their meaning and spelling. Later, as soon as the parts of speech are known, he should learn the various uses of words—their grammatical uses, derivation, etc., and come to regard the dictionary as one of his commonest tools, as necessary as other books of reference.

But here the teacher's task is not done. Provided with the key to the mastery of symbols, her pupils may still fail to use this key to unlock the vast literary treasures in store for them. They must be taught *what to read*, as well as *how to read*. They must be introduced to the school library and if possible to the public library. Dr. Elliot has said: "The uplifting of the democratic masses depends upon the implanting at school of the taste for good reading."

Moreover that teacher does her pupils the most important and lasting service who develops in them not only an *appreciation of good literature*, but the *habit of reading it*.

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How to Teach Phonics



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