

IV. *Examining Spelling Lessons.*

1. In review lessons and in small classes the teachers should correct the lessons.
2. Pupils may exchange slates, and mark the words wrongly spelled, the teacher spelling the words slowly.
3. Pupils may retain their own slates, and the teacher may call on different pupils to spell the words orally. Those who agree with the spelling given must indicate this by raising their hands before the teacher decides as to its correctness.
4. Slates may be exchanged and the corrections made as in No. 3.
5. While the teacher writes the correct spelling on the black-board, each pupil may correct his own work, and slates or books will then be exchanged for revision only.

NOTE.—In all cases when slates are exchanged the pupil owning the slate should have the right to appeal against the marking done by his neighbour.

V. *Correcting Errors.*

1. Each pupil should write the words he misses five times to impress their correct forms on his memory.
2. It is better that he should write these words once a day for five days than five times on the same day.
3. He should keep a list of his errors at the end of his dictation book, and copy it occasionally.
4. From these lists the teacher should prepare review lessons.

VI. *General Suggestions.*

1. The teacher should articulate clearly and pronounce correctly when giving words for spelling.
2. Only one trial should be allowed in oral spelling.
3. In oral spelling the divisions into syllables should be marked by a slight pause.
4. Spelling should be taught to a considerable extent by means of composition, in order to give pupils practice in spelling their own vocabularies.

LECTURE X.

*History.*I. *Aim in Teaching History.*

1. To show the nature and value of historical knowledge.
2. To guide pupils in finding its treasures.

II. *Method of Teaching History.*

1. Topical better than chronological.
2. Classify events in connection with the great departments of national life, instead of associating them merely with the reigns of monarchs.

3. Topics: Dr. Arnold suggests, "race, language, institutions and religion." The history of most countries may be subdivided into (a) wars, civil and foreign; (b) the constitution; (c) the church; (d) progress of the people, commercially, socially, educationally; (e) literature; (f) notable people.

III. *Plan of Teaching History.*

1. In one lesson give a general sketch of the whole history to be taught, and divide it into its great development periods, fixing the date of the commencement of each period.
2. Teach the history of each period, beginning with the first.
3. Teach independently the events connected with each topic.
4. Sketch the history connected with each topic successively through all the periods, after having taught each period independently.

5. Show the advantages of this plan (a) in giving connected ideas regarding the progress made in each department of national life, (b) in facilitating the remembrance of historical facts in their relation to their effects; and (c) in affording natural and incidental reviews of the history already taught.

IV. *Training Pupils to Study History.*

1. This is the most important of the teacher's duties in dealing with this subject. History should be learned chiefly after school life has ended.

2. Assigning lessons wisely is the means for training to study.
3. Do not assign answers (notes) to be committed to memory.
4. Assign questions, and let pupils prepare answers by reading their histories.
5. All questions should not relate merely to isolated facts or dates.
6. They should compel a comparison of facts and exercise the pupils' judgment.
7. A good outline or plan of the lesson is better than questions for advanced classes.

V. *General Suggestions.*

1. Chronology is not history.
2. Epoch men and women should receive a large share of attention.
3. Striking scenes and great events should be vividly pictured to awaken interest.
4. Pupils should write historical abstracts and biographical sketches for compositions.

Examination Questions.

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LITERATURE.

THIRD CLASS JUNIOR.

Readers may be used.

- 1.—Page 13, Lines 7 to 26.
(a) Explain: canals, autumn, solitary, lazy, perceived, herbage, perceptible, distinctly, injunction, ravine, regain, beach.
(b) Why could he not distinguish between the blue and the green?
(c) What was the father's injunction?
- 2.—Page 70-71, Canadian Boat Song.
(a) Give the meaning of:—tolls, chime, rapids, unfurl, surges.
(b) When would the woods look dim?
(c) What is the difference between "him" and "hymn"?
(d) Explain, "the daylight's past."
(e) Who was Thomas Moore?

GRAMMAR.

THIRD CLASS JUNIOR.

- 1.—Give the Part of Speech and relation of the words printed in italics: *The first forenoon was the longest I ever spent.*
- 2.—What is the difference between a Proper and a Common Noun?
- 3.—What is a Verb? a Pronoun? an Adverb?
- 4.—Correct: All the boys at school likes to play sometimes.
Is the boys playing right?
We ain't going to school to-morrow.
He don't know nothing.
Many men grows older but not better.

GEOGRAPHY.

THIRD CLASS JUNIOR.

- 1.—How could you tell the cardinal points in the day-time?
- 2.—Name all the townships of the County of Victoria.
- 3.—In what townships are Omamee, Woodville, Fenelon Falls, Bobcaygeon and Kinmount?
- 4.—Name the southern point of Europe, Asia, Africa, South America and Australia.
- 5.—What and where are Florida, Biscay, Orange, Hoang-ho, Bon.

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