

spoken of as the "Word and Phonic" method, but this name is utterly misleading. To be correctly understood the name should be printed "word and PHONIC" method. For a few weeks the pupils are taught words, that they may from these words get the accurate sounds of the letters, because this is regarded as the best way of arriving at the phonic elements. But as soon as even two or three of these are taught, the pupils are set to work for themselves at discovering the names of words. Some teachers may wonder why if this be so, the Readers most recently published, Appleton's, and McGuffey's New, claim to be adapted to the alphabetic, word and phonic methods. The answer is easily given. The publishers of these books wish them to be used not merely in cities but rural districts, and the more excellent method has not yet been adopted by the "fossils," so that it would be a business blunder for any publisher to claim that his books were suited only for one method.

Results in Reading. The results may be briefly stated. The pupils in the classes corresponding to our senior First Book classes will read anything in English that may be written or printed for them on the blackboard. These same pupils are familiar with the diacritical marks of Webster's Dictionary, and will either change the pronunciation of any word as these marks are altered by the teacher, or will themselves change the marking of a word to indicate different ways of pronouncing it. What they have been trained to do so thoroughly in pronouncing and accenting words, they can apply with uniform skill in emphasizing marked words in sentences.

MUSIC.

Pupils in the senior First Book class read music in the scale of C, as easily as they read from the printed page in a reading book. They read new music matter even more readily than new reading matter. They sing new music note by note as rapidly as it can be written on the board. This is not all. Their ears have been cultivated so that they will call out the names of sounds sung by the teachers to the syllable *la*. Musical directors lead with the violin, and pupils even in the junior classes will listen to a line of music, and write down the notes on their slates. If in playing it again certain notes are changed, they will make the corresponding changes on their slates. I heard a senior Third Book class sing a new piece with two parts, and do it well. In the upper grades of the Public Schools three parts are sung, and in the High Schools four parts.

There is a marked difference in the way music is taught in the two cities. In Cincinnati there are several special music teachers; in Cleveland the music is taught as it should be, by the regular teachers, under the direction of one musical director, who teaches the teachers, selects the pieces to be sung, and tests the results of the teaching. He may require those teachers who are not securing satisfactory results in music to come for instruction every Saturday. Sceptical theorists who object to the teaching of music by the regular teachers, ought to visit Cleveland. If the purity, sweetness, and softness of tone, and the marked good taste exhibited by the pupils in singing, in addition to the other indications of proficiency already mentioned, do not satisfy them, they must be "blessed with firmly rooted prejudices."

DRAWING.

In both cities industrial drawing has been well taught for years. Tablets instead of books are used in Cincinnati. These consist of pads of drawing paper, the chief advantages claimed being cleanliness, facility for comparing results, and continued interest on the part of the pupil, who does not know until he has finished one sheet what he is likely to have to draw on the next.

In Cleveland Mr. Aborn, the Supervisor of Drawing, has recently introduced a novel method of developing the tastes of the individual pupil in this subject. Pupils are told to draw whatever

they choose, the teacher merely dealing with the results produced, commending earnest effort always, and making suggestions when proper to do so. Sometimes the drawing exercise takes the form of telling a story in pictures. In one room I saw a class illustrating "Mary had a little lamb." Others were relating in hieroglyphics some of "Mother Goose's Melodies," or other favorite nursery gems. One lady took an excursion in imagination into the country with her pupils, and after they had conversed pleasantly for a few minutes about the various objects of interest to be seen there, she set them to work to produce on their slates in two minutes their ideals of the various things to be seen on a farm.

Whether we agree or not with Mr. Aborn's view, that this is the philosophical method of developing artistic talent, it must be acknowledged that once a week such a lesson would be of great educational value. We should teach composition with the pencil as well as with the pen. In the advanced classes some very good pictures are drawn, each of which tells a story as well as if related in words.

WRITING.

This subject is taught as in Canadian cities. Every pupil is taught to read and write script from the beginning.

NUMBER.

Notation and numeration are taught by means of bundles of small slats. One pupil represents the units column, another the tens, another the hundreds, &c. When the first pupil gets ten slats they are tied in one bundle, and given to the second pupil. When the second pupil receives ten bundles, they are bound into one bundle and handed to the third pupil, &c. There are columns ruled on the board to correspond with the several pupils, in which the changes made in using the slats are indicated by corresponding changes in the figures. Straws or small sticks might be used instead of slats.

Ear teaching has generally been superseded all over the world by eye teaching; but hand teaching is a greater improvement on eye teaching, than the latter was on ear teaching. It is well to let each pupil see for himself; it is infinitely better to allow him to do for himself. The numeral frame mode was a great improvement in the teaching of number and the elementary tables, but it was only adapted to eye-teaching after all. How much better that every pupil should have the privilege of performing each experiment for himself. This is accomplished by having a wire with balls on it strung between two screw-eyes, on the front of each pupil's desk in the primary departments. Large beads will do as well as balls, and they are cheaper.

Mr. Peaslee, Superintendent in Cincinnati, has an original method of drilling on the separation of numbers into their parts, so that the pupil may be able to add by tens; $27 + 8$ would be added 27 and 3 are 30 and 5 are 35; $35 + 9$ would be added 35 and 5 are 40 and 4 are 44, and so on. The pupil separates 8 into 3 + 5, and 9 into 5 + 4, so as to make in the first place the even 30, and in the second place the even 40. The classes add in this way with considerable facility, and with great accuracy.

ORTHOEPY.

Great attention is given in both cities to accurate pronunciation of words. This is an easy matter when the pupils are taught reading as described above. The children in the lower divisions understand the meaning of the marks in the dictionary better than many teachers in some districts.

GENERAL HINTS.

1. Teachers make free use of their blackboards in parts that can be spared for lists of deserving pupils, headed *Our Climbers*; *Our Wide Awakes*; *Best Slate Work*, &c., &c.

2. When a teacher erases writing or printing in a reading lesson, she calls for the name of a word as she erases it. Of course she