

By this method the word is presented to the child as a whole, and the teacher either tells the child the word, or by skilful questioning leads him to use the word.

Later, when phonics have been introduced, the teacher writes the new and difficult words on the blackboard and marks them. The general result of these methods on the mind of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning independence in making out his words, he has learned dependence, and his dependence increases with the increase of difficulties.

We are wont to laugh at the old-fashioned teacher, who, when his pupil halted at a word, said, "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It at least taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in primary readers we are sacrificing their ability to read in the

higher grades of reading, we would better call a halt and sacrifice the lower grades of reading in the interests of the higher.

In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and that they be kept at it for a half a year or a year, they will make double the progress in their first, second and third readers? It is worth considering at any rate.

Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round of pleasure in the school-room, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in a fourth reader. We are of the opinion, that, if a child has not learned how to get at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading.—*Central School Journal.</*