

give any ability in this direction. But working within the limitations of the phonic method, the child acquires many words and much power, by which his subsequent progress is assured. As regards words of irregular orthography, the phonic method has no special disadvantages. It aids in finding out some words; other methods none.

ANOTHER OBJECTION

urged against the phonic method is that it does not proceed from the known to the unknown—it gives the sign before the idea. The objector here gratuitously assumes that the sounds of the letters are given first in connection with the letters taken separately, instead of being discovered as already shown, by slowly pronouncing the word and dwelling on each sound. Concerning this plan it has been well said, "as the sound is uttered the pupil sees it to be a part of his familiar word, and consequently an intelligible part. The sounds having been learned in this way, the pupil proceeds to find out new words, and "he may be led to take as much delight in putting these sounds together as in putting his blocks together in any of his constructive amusements."

In my experience there are two serious objections to the use of the phonic method, pure and simple. First, there is great difficulty in the training of teachers to apply it skilfully. Again, in this method children cannot, at the first, make out words fast enough to sustain their interest, and the limitations governing the selection of words interferes with healthful freedom in building up sentences and stories. These considerations, with others that might be named, seem to suggest that the most practicable and efficacious way of teaching beginners to read is found in a combination of the phonic and word methods. And I would not restrict the teacher within hard and fast lines as to how much of one method and how much of the other he should adopt. He must judge of his own power and skill in either method, and of the peculiarities of the children. Some may succeed best in one way; others in another.

I would not say that teaching the names of the letters at first, if done properly, merits the hard things said of it. Certainly the old time plan of teaching the names of the letters from A to Z, then backwards, then promiscuously, followed by the a, b, abs, b, l, a, blas, is about as stupid as anything we can well imagine. But if the names of the letters are taught by taking a few at one time, and in connection with familiar words, the words being at once combined into sentences, the names, though giving no assistance in learning to read, may not be an obstacle to progress.

For blackboard lessons with beginners, script letters are preferable to print. The teacher can place the lesson on the board more readily, and the children can copy it on their slates with greater facility. The ability to write acquired thus early is a great assistance in the subsequent school course. Before the children use the primer, they can be readily taught the printed characters by writing the lessons on the board in both forms. The child will then first read the script and afterwards the printed lessons.

Examination Papers.

SOUTH GREY PROMOTION EXAMINATION.

GEOGRAPHY.

CLASS III. TO IV.

1. Name the general boundaries of Asia, Pacific Ocean, Dominion of Canada, Mexico.

2. Name (1) the extreme points of the mainland of North America, (2) its five largest rivers, giving general direction and the ocean into which each empties, (3) its five largest gulfs or bays, giving position of each.

3. What town or city at the mouth of each of the following rivers, and in what province or territory is each situated? Ottawa, St. John, Assiniboine, Fraser.

4. Define Map, Eastern Hemisphere, Tropic of Cancer, First Meridian, Longitude.

5. Through what rivers or canals, and across what lakes would you pass in going from Manitoulin Island to Montreal? If you went by railway from Owen Sound, over what roads would you pass?

ARITHMETIC.

CLASS II. TO III.

1. Write 3267, 98345, 700006, 308090, in words.

2. Write eight thousand six hundred and forty-five, twelve thousand and six, seven hundred thousand and twenty, in figures.

3. Add the following: 83675, 684, 2325, 3678, 91899, 77, 313143.

4. From 869009 take 286134; and from 480103 take 219455.

5. Multiply 365179 by 7. Divide 383467 by 9.

6. A man has \$2000; his brother has \$360 less; they put their money together and buy a farm of 123 acres, at \$30 an acre. How much money will they still need to pay for it?

7. $84362792 \div 87$.

(Correct answers expected. Work must be given).

COMPOSITION.

CLASS II. TO III.

1. Add verbs so as to form a complete sentence, stating what the following do:—1. The birds.... 2. The clock.... 3. The wind.... 4. The plants.... 5. The horses....

2. Write five sentences, each containing an adverb, *two of time*, *two of place*, and *one of manner*, using the verbs go, call, walk, see, study.

3. Use pronouns instead of the words in italics, writing the whole extract: The girl began to feel more calm, and the captain told *the girl* that *the girl's* mother wanted to ask *the girl* a few questions. The girl's mother now went up to *the girl* and said, "*the mother's* child, don't *the child* remember *its mother*?" The girl said, "No, *the girl* does not."

4. (a) Describe Owen Sound by answering the following questions, each answer to be a complete sentence. 1. What is it? 2. Where is it? 3. What railway runs to it? 4. On what bay is it situated?

(b) Put these sentences into one complete sentence.

DRAWING.

CLASS II. TO III.

Rulers not to be used.

1. Draw a vertical line $1\frac{1}{2}$ inches in length, through its upper extremity draw a horizontal line $1\frac{1}{2}$ inches in length, bisected by the vertical; through its lower extremity draw a horizontal line $\frac{3}{4}$ inch in length bisected by the vertical. On these lines draw a teacup, with handle of curved lines to the right.

2. Draw a portion of a picket fence, 3 inches long and $2\frac{1}{4}$ inches high, showing the lower horizontal board twice the width of the upper horizontal board; four pickets to an inch, each picket twice as wide as each space, finish at the top as you like.

3. In light-line squares of not less than one inch to a side, outline: 1. A cube; 2. a cross; 3. four over-lying squares formed by joining the centres of the sides of each outer square.

DICTATION.

CLASS II. TO III.

Gage's II. Reader.

1 The ostrich lives in Africa.

2 The carpenter joins pieces of wood together.