

Wellington and Blücher met after the battle at the farm of La Belle Alliance.

4. Detail some of the advantages and disadvantages of teaching reading by the alphabetic method.

(a) *Advantages*.—(1) This method is the general one. Other things being equal, methods which are most in use are the best. If a boy came from another school, for example, where the ordinary method had been adopted, he would lose time if he had to recommence on another system.

(2) It is very minute in its processes, proceeding letter by letter, and thus cultivates the attention by requiring the scholars to pay regard to small details.

(3) It teaches spelling simultaneously with reading from the very commencement.

(4) Being the common method, it is provided with abundance of good material and apparatus. With other methods the books, sheets, etc., are more scarce, and not so perfected and elaborated by the labour and experience of many minds.

(5) It facilitates reference to dictionaries, encyclopædias, and other works drawn up in alphabetical order.

(6) It commands greater confidence among parents than any other. They can tell whether their children are "getting on" when their young ones are learning by the ordinary method, that with which they are acquainted themselves. They are apt to consider phonetic and other systems as mere "nonsense," and will sometimes take their children away in consequence. Of course mere prejudice against improved methods must not be regarded; this has to be overcome in the case of nearly all improvements. Still it has to be considered, and a novel system should not be introduced unless it presents decided advantages over the old one.

(b) *Disadvantages*.—(1) It is of a dry and formal character, requiring great and exceptional skill on the part of the teacher to awaken an interest in the learner.

(2) It follows the names of the letters instead of their sounds. As in English there is a great divergence between the names and

the sounds of the letters: this method is a difficult one.

(3) The teacher is obliged to begin with very small words, and even with syllables which do not alone constitute words. Hence it is impossible to present the children with interesting lessons at the early stages of their school course, when it is so important to gain their attention and interest.

(4) Owing to its difficulty, much time is required to make good progress under this system, and thus many children, who have to leave school at an early age, go forth into the world without the power of reading fluently and intelligently.

(5) The mechanical difficulties of this method absorb the time which, under an easier one, might be devoted to explanation and illustration of the matter of the lesson.

5. Define "a sentence" in grammar, and illustrate your definition by original examples of simple, complex, and compound sentences relating to events in English History.

A sentence is a number of words expressing a complete thought.

A sentence must contain a subject, denoting the thing spoken of, and a predicate, expressing that which is stated concerning it.

A sentence containing only one subject and predicate is a simple sentence; as—"Queen Elizabeth was an able sovereign." Here the subject is "Queen Elizabeth;" the predicate is "was an able sovereign."

A sentence which comprises more than one simple sentence, one of which contains the main assertion, each of the others being dependent on some part of the whole sentence, is called a complex sentence. The sentence which contains the main statement is called the principal sentence; the others are termed subordinate sentences. The following is an example:—"Magna Charta, which has been called the foundation of English liberty, was wrung from King John by the barons." Here the principal sentence is "Magna Charta was wrung from King John by the barons." This sentence is complete in itself, and does not depend on any other. It is the principal sentence.