

the individual words, at least in the earliest stages, the teacher may be observed to transpose the order of the sentence, not by re-printing the words, but by pointing to them in the sentence, naming them at the same time—e. g., she would point to *has*, naming it, then to *Tom*, and last to *a dog*. Such an order is taken as shall make complete sense, and the pointer, guided by the teacher herself, is made to move rapidly from word to word, so that the sentence may be read with the same rapidity as before transposition. It is seen that the teacher's object in this exercise is not to impress the form of the individual words, but to lead the children to see that the whole is made up of parts. (At a later stage this transposing exercise is dispensed with.)

The class is now prepared to deal with the separate words. An observer will perceive that the teacher does not select the words promiscuously, but calling upon the children to re-read the sentence requires them to stop at the word whose form she means to drill upon, thus leading them to name the word without being told, and keeping up the connection between the part and its whole. It is also seen that the teacher takes care to deal first with those words which the children can readily associate with some object—e. g., *Tom* or *dog*. When the word has been named, and attention called to its form, various expedients may be adopted to impress it—to select it from a list of words in which it repeatedly appears, to name it each time the teacher prints it, and to throw it when practicable into some sentence already known by the class. Each word of the sentence is dealt with in a similar way, after which the children themselves are required to form other sentences by transposing the order of the words, an exercise which is often amusing and at all times profitable. It is scarcely necessary to say that before the whole sentence is mastered in the way described several lessons will have to be given, no lesson exceeding a quarter of an hour in length. When several sentences have thus been taught the visitor will observe that they are then arranged so as to form an interesting story on *one* subject, and the Lesson Cards prescribed by the Provincial Board of Education—which are constructed so as to be used in this way—are taken advantage of, and render the printing of the story on the blackboard unnecessary. The children are prepared for each story on the card in a similar manner.

When the cards have been mastered, the children are introduced to the Primer, which contains no word that they have not hitherto met with on the cards. Different stories are formed merely by a different arrangement of the same words, and each lesson is invested with fresh interest, just as the different arrangement of a child's toys affords it new delight.

When about half the lessons of the Primer can be read with ease and fluency, and each word in them readily recognized, the process of phonic analysis is commenced. The teacher is observed to select some word from a sentence of their reading lesson—e. g., the word *mat*. When it has been pronounced by the children, they are required to imitate the sounds as given slowly by the teacher, *m-a-t*. The pupils repeat the separate sounds several times, and are thus led to see that the word consists of three sounds. The first of these, *m*, may be selected as the sound to be drilled upon. The character is printed along with other letters on the blackboard, and the sound given each time it is pointed out, and different expedients may be adopted to impress it, as in the case of the word. Each sound is evolved in a similar manner—the exercise being generally taken previous to the close of a reading lesson. Before the Primer has been finished, the children have become acquainted with the elementary sounds, whether represented by one letter or more.

As they become acquainted with several sounds, they are led to

see their use in the formation of words. During their first exercise in these lessons, monosyllabic words of two letters are taken as the root out of which other words are made to grow, as it were, by prefixing a sound—e. g., from *at* are formed by prefixing the sounds *c*, *f*, *r*, *s*,—*c-at*, *f-at*, *r-at*, &c.; from *in*, by prefixing *t*, *f*, *d*,—*t-in*, *f-in*, &c. When all the sounds are known, and their use drilled upon, the children are put in possession of a power by which they can ordinarily make out new words which they may meet with in their subsequent reading. The names of the letters of the alphabet which are of no use to the pupil till he begins oral spelling, which should not be during Primer work, are learned without any formal instruction. The course which has been described is very satisfactorily accomplished in one year. Nothing is gained by attempting to accomplish it sooner with pupils who enter school about five years of age.

This method carries out the true theory of teaching reading, which is to enable the pupil to recognize in visible form the language he daily employs. The child, at the age we are considering, expresses his ideas not in detached words, but in sentences. It is true that the word *Tom* or *dog* will suggest an idea, but that idea implies a notion of doing or being, and which when expressed will assert something of *Tom* or *dog*. The sentence, therefore, is the smallest whole which should be presented to the child.

The method is on the principle of leading from the known to the unknown. The teacher, in her preliminary conversation, takes care that the sentence which is to form the subject of the lesson is understood, and conveys a distinct and definite idea. The unknown thing to be taught is the visible expression of that idea. It carries out to the full extent the principle which pervades all sound elementary teaching—the wholes before parts, analysis of the wholes, and the recomposition of these parts into wholes.

It appeals to the intelligence of the child from the outset. Unless a symbol is the representation of some idea either just excited, or previously existing in the mind, the impression made does not act on the intelligence, but is remembered merely as a matter of sight and sound, without connecting it with any idea intended to be conveyed. The names of the twenty-six letters, the knowledge of which was at one time deemed necessary in order to be able to read, were, besides a hindrance to reading, nothing more than twenty-six seeing sensations with which no intellectual activity could possibly be associated. The sounds of the letters also, unless evolved from wholes or known words, are so many hearing sensations, but of a more mysterious character, because heard nowhere outside the schoolroom. In the method described, a source of pleasure is initiated by the child's associating the symbol with the mental conception. By such a process, the associating of idea and symbol becomes habitual, and if after a time the language the child meets with should represent unknown ideas, these will be sought for by the mind, and an intelligent curiosity will be excited in regard to them. The child will come to feel that there is something to be known in connection with any words or language that may be strange to him, and the impressions made cannot but lead to intellectual action.

ENGLISH LITERATURE.

ENTRANCE EXAMINATION FOR HIGH SCHOOLS.

THE NORWEGIAN COLONIES IN GREENLAND—BY MR. ARNOLDUS MILLER.

1. By what other name are the Norwegians known?
2. Who was the founder of these colonies?
3. From what country did he sail?
4. How did he induce the colonists to leave their home?
5. Does the name "Greenland" convey a correct idea of the character of the country? Give reasons for your answer.