

against the petition. This is not strange. As a senator the college man occupies the unique standpoint of a judge, and he likes it. His relation to his fellows is official, not personal. His freedom of judgment, backed by the authorities, gives him the combined burden and dignity of responsibility. It is true that the attitude of the senate toward the higher powers, especially in its early history, has not always been wholly trustful. It is equally true that the authorities have been at times wisely conservative in outlining and enlarging its functions. On the whole, they have been mutually helpful by giving to each other definite spheres of action.

The senate system has influenced the students toward a more wholesome manliness. Like every peculiar feature of any college, it has been a standing object of criticism. At the outset it was even ridiculed, especially in the proviso of the president's absolute veto. The claim used to be made that such a veto made the senate merely a tool for the authorities; but as shown above this is not its purpose. Only one veto has occurred in the past eight years, and that was accepted without demur. Adverse opinions have gradually and entirely yielded before the accumulating evidence of the senate's successful history. Probably no one, officer or student, would dispense with it. There are also signs of an influence upon other institutions, which have adopted modifications of this system of self-government. Its principles might indeed find application in institutions of other grades.

In the history of the Amherst College senate there seems a basis for the claim that college generations trained under such a system acquire an appreciation of the efficiency of a republican government and of the privileges of citizenship, the imparting of which is at once the aim and the duty of the American college.—*Educational Review.*

ARTICULATION.

THE actual teaching comes next. No words can exaggerate the importance of the first rule to be laid down.

The observance of it would revolutionize the whole world of tuition.

It is so simple that it can be observed.

So simple, that few observe it.

So simple, that those who want talk, and will do anything, and undergo anything rather than think, and act, will scorn to observe it.

Many boys, who all their lives long know nothing because of early tangle, would know.

All would save half their time.

What then is this talisman, this Columbus's egg, this simple magic and magic simplicity, this Aladdin's lamp, which is to whisk everything into place, and create half a lifetime for all?—Articulation.—Nothing more than a rigid, absolute, unflinching exacting of articulate speech, and the pronouncing the final syllable of each word firmly, distinctly, and unmistakably.

The full force of this statement is not seen at once. It has been proved that accuracy is the first and main object of train-

ing, both the power of accurate observation, and the power of reproducing accurately what has been observed. It has been proved also that one of the main advantages of an unspoken language as an instrument of training consists in the number of inflected forms, the changes, that is, in the final syllables. The orderly multitude of small word-labels, all calling for intelligent observation, is that property of language which makes language in the first instance such a valuable drill-master, apart from any other consideration. Every one has seen an imperfect chromograph. Let us suppose for a moment a chromograph of a book in which every final syllable was left out, or blurred, and this too in a foreign language. What would be the value of that copy to a learner with its pages full of words cut in half? Precisely the same value, that inarticulately spoken lessons are to the miserable victim, who is permitted to drop, or blur his final syllables. Add to this that the human chromograph possesses the unenviable faculty of filling in all the blurred or dropped portions incorrectly at will, and so of keeping and cherishing not a merciful blank, but a most cruel torment of endless mistakes. And all this ruinous downward training is the necessary result of inarticulate speech, and the not sounding the final syllables. A habit is formed of confusion and indecision. Confusion and indecision breed constant disappointment, in a hard-working boy especially; inaccuracy in time settles down into a conviction that nothing is certain or fixed, or, at least, that he cannot by any possibility arrive at it. And this in later life leads to all those sloppy theories and careless confident judgments which fill the air; and finally ends in utter and general unbelief in any one being really master of his subject; with the fitting corollary, that if no one is master of his subject, any one is at liberty to express his own views on it; and the judgment of the skilled workman is of no more account than the babble of the after-dinner talker. Nothing is a more striking sign of the rotten state of education than the absolute non-existence of any respect for the judgment of the skilled workman in his own line, whatever that line may be. Only lawyers are exempt from this irony of being handled by the amateur! The evil of inarticulate speech has much to do with this, by destroying in the great majority the sense of precision.

But to return to the learner at his task. The pupil in language might be defined in his early stages as one whose business it is to stamp on his memory the last syllable of words. Therefore he is allowed never to pronounce one of them distinctly. The blurred chromograph sprawls over his whole mental tablet, with an ever increasing family of mistakes, till at last, in hopeless bewilderment, he dubs himself utterly stupid, gives up the struggle and leaves off trying to get on, accusing his poor calumniated mind, when all the time the only culprit is his tongue, and the teacher, who has not taught him how to use his tongue properly. If articulate speech is really taught, and the accurate attention necessary for articulate speech is the habit of the room, then the next step is natural and easy. Accuracy demands that the right thing

should be known, and, if known, said at once. Therefore—never allow a boy to correct himself. That is, inflict at once whatever penalty the mistake carries with it without fail; and then, and not till then, make the offender mend his ways. Or, at least, impose silence until your questions have exposed the blunder. There is a vast army of mistakes, which are no mistakes at all in the sense of being wrong mistaken for right. They are merely the loose snores of the unawakened mind; when the construer, or answerer, knows perfectly well, as well as his master does, the actual bit of knowledge to be produced, but has been permitted again, and again, to spit out what came uppermost, and—to correct it. He has not made an intelligent mistake, he has not even made an idle, unintelligent mistake, he has simply snored, emitted an unthought of sound out of a drowsy cavern of non-life. It is no mistake at all; as he proves the next moment, and very often will admit, by correcting it promptly and with ease. No correction ought ever to be allowed to avert blame, or penalty. This rule does not interfere with that most useful of all minor inflections, the pushing an idle, careless boy through the bit he is maltreating, forcing him to flounder on, to sprawl about, to take every word, and render each, as he takes them, however absurdly, in all the hideous deformity of words unknown, grammar defied, and sense nowhere; and then when he has finished, reading out the result. There is no worse fault in teacher or taught than not keeping close to the work, and working with certainty. Real mistakes are one thing. Sham mistakes are another. And the learners ought to have the distinction sharply and strongly cut across their minds. A boy ought to be made to see always that what he *can* do he *shall* do. Faults of ignorance are very real, and faults of idleness are very real, but at any given moment there may be great difficulty, nay, impossibility, of judging whether any blame or punishment is deserved by the guilty, but unfortunate creature, who has made them. But sham mistakes admit of no such doubt; they are unpardonable; and if every teacher agreed in never allowing this preventable crime; never allowing a correction; never allowing these senseless snores to pass; a great revolution would be effected. It is not the knowledge of the miserable Tense, or Case, that is the question, but the slackness of mind that is so deadly, the trained activity that is at stake. Sham mistakes should be exterminated promptly. They are mere vacuity, total absence of training and thought.—*Edward Thring.*

DRAWING EXERCISES.

1. DRAW a map of a base ball ground showing the different positions and bases.
2. Draw a map of a croquet lawn marking the correct positions for stakes and arches.
3. Draw a plan of a dining-room having a bay window, and showing the position of table, chairs and side-board.
4. Draw a large square representing a flower garden, and lay it out nicely with walks, flower beds, hedges, etc.—*Primary School.*