

be used exclusively. The exercises should be such as the pupils could do in writing out of school, and *viva voce* in school. They should be very easy—real exercises in what is already known, not a series of linguistic puzzles. The ear, the voice, the hand should all be practised on each lesson. When the construing is known, transcription of the German is not by any means to be despised. A good variety of transcription is, for the teacher so write the German clause by clause on the black-board, and rub out each clause before the pupils begin to write it. Then a known piece may be prepared for dictation. In reading this as dictation, the teacher may introduce small variations, to teach his pupils to keep their ears open. He may, as another exercise, read the German aloud, and stop here and there for the boys to give the English of the last sentence read; or he may read to them either the exact German in the book or small variations on it, and make the pupils translate *viva voce*, clause by clause. He may then ask questions on the piece in German and require answers in English.

As soon as they get any feeling of the language, the pupils should learn by heart some easy poetry in it. I should recommend their learning the English of the piece first, and then getting the German *viva voce* from the teacher. To quicken the German in their minds, I think it is well to give them in addition a German prose version, using almost the same words. Variations of the more important sentence should be learnt at the same time.

From all these suggestions you will see what I am aiming at. I wish the learner to get a feeling of, and a power over, the main words of the language, and the machinery in which they are employed. To use a mathematical illustration, I look upon the study of a language as the study of forces, like mechanics; and I wish to have the forces, not at rest, but in every kind of action; I wish both the science and the art to be not statics but dynamics.

I hope I have now sufficiently explained my main notion on this subject. I can do no more than this at present; though I should prefer writing a volume to giving a lecture.

Before I sit down, I should like to mention two matters of practical interest; first, what is required in the way of good elementary construing books; secondly, how any book may be turned to account. The learner, as a rule, wants much more help in tackling his first construing book than is given him. This is especially the case in Latin. He is given him. This is especially the case in Latin. He is given a dictionary and a Cæsar, and he is supposed to make out a chapter for himself. As we all know, he doesn't do it. The translation is really driven into him by the master in school, and is in fact connected with the Latin in what is, to the boy, a manner purely arbitrary. It would be much better if the Latin were at first put before him in short sentences, as it is in Mr. Isbister's Cæsar; and if each lesson were furnished with its own vocabulary, as it is in Mr. Woodford's "Epitome of Cæsar." I believe that a good vocabulary in the order of the text is a most valuable addition to a construing book. Mr. Müller Strübing and I have endeavoured to furnish such a one for *Wilhelm Tell*,* and every one I know of who has tried the plan speaks well of it.

And lastly, I wish to point out how I would have the teacher use his construing book. He should carefully go over it, and mark in his own copy a selection of words and sentences which he intends to teach from it. With

* *Companion to Schiller's Wilhelm Tell*, by Strübing and Quick (Nutt), 1874.

beginners these marked words and sentences will be the most ordinary things in the language. With more advanced pupils the teacher will mark idioms and less common words. What ever he has thus marked he will question about again and again, always spending some part of every hour over the back lessons. If the boys are old enough to take things down correctly, he will dictate to them a vocabulary of the marked words, and make them learn it. He will have the marked sentences learnt by heart, and will practise the pupil in variations of them. He will dictate for translation into the foreign language sentences involving the marked words and constructions. When one of his marked words or constructions recurs, he will require his pupils to point out where they have met with it before. His pupils will then by degrees get familiarized with a part, and that the most vital part of the language.

I am afraid these suggestions will seem a very lame and impotent conclusion after discussing the theories of the great methodizers. If so, it may remind teachers of the terrible descent one always makes when one comes from theory to practice. Still, there is no gulf fixed between them, and if we get accustomed to pass from one to the other, the distance may at length not seem so great. I shall be well satisfied if I have to night induced any practical man to think of the theory of language-teaching, or made any theorist conscious of difficulties which have to be overcome in its practice

Whipping Children.

Did Adam and Eve ever spank Cain and Abel? Was the first experiment of a box upon the ear made upon the heads of the two unfortunate babies? Did the hands which had been washed in the waters of Eden, and had gathered asphodels and amaranths in the bowers of paradise, when expelled therefrom, learn the ungracious work of tingling the white surface of the little ones, who, but for them, might have been beautiful cherubs, with wings and shoulders only? It is to be feared that the initiative in the aggressive warfare carried on in the world by brute force against helpless innocence took its rise at a period no less ancient than this; and it has gone on from age to age from the time

"When wild in woods the noble savage ran,"

down to our own, when the convenient toga has given place to the use of the difficult trousers. Putting aside all other aspects of our humanity, what a measureless aspect of meanness, cruelty, and injustice, does not this one feature present! What a picture of giant strength domineering over cowering pigmydom! red wrath and pale terror! threatening vociferation and imploring tears! It is enough to cover all men and women from countless generations with shame and yet, there are those who would prolong, perpetuate, and justify, this humiliating spectacle; those who would see the boy who, at the age of ten, should feel his person to be sacred, and if properly trained, would feel the holy premonitions of one whose body is made a temple for the Holy Ghost to dwell in—would see this boy lashed in our public schools like an ancient helot at the will of any irritable, incompetent teacher.

If a man has a fine animal of any kind, he is careful in his training of it—careful that, neither by neglect, harshness, nor blows, its symmetry be impaired, its nerves shocked, or its stubbornness excited, and the creature