

- p. 67, l. 6.—Martorburg, Tiber, etc.—Are streets and squares still known by that name. Der grosze Roland is a huge monument opposite the city hall; an old legend tells that the city will cease to be a free city if this monument should fall and not be re-erected within twenty-four hours.
- p. 68, l. 5.—Der Apfel fällt nicht weit vom Stamm—Like father, like son.
- p. 69, l. 16.—Auszerwesentlichen — Minor, unimportant.
- p. 70, l. 2.—Freund Hein—Death depicted as a skeleton with a scythe.
- p. 71, l. 13.—Hallorensprung—The labourers of the Halle salt works are called Halloren.
- p. 72, l. 27.—Ehrengelagen—Banquets.
- p. 72, l. 18.—Harpye Celano—See Smith's Classical Dictionary.
- p. 74, l. 27.—Schnapweife—A reel with a clapper indicating when a skein has been wound up.
- p. 75, l. 9.—Schüsseln—Courses.
- “ 19.—Hiobspost—Sad news, such as Job received.
- “ 27.—Rocken—A distaff full of flax or hemp.
- p. 76, l. 10.—Franz aber war; Text unter—Frank, however, could speak, and composed to the tender Adagio which he had formerly played for her, a suitable text.
- p. 77, l. 4.—Erst geborne Sohn der Kirche—King of France, Louis XVI.
- p. 77, l. 32.—Etwas auf's Korn nehmen—To aim at something.
- p. 80, l. 7.—Das Aufgebot bestellen — To publish the banns.

PUBLIC SCHOOL DEPARTMENT.

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CRAMMING IN OUR PUBLIC SCHOOLS.

THOUGH that mainspring of cramming in modern school systems—Payment by Results—has spread its blight over our High Schools, it has not yet invaded our Public School system. Nevertheless cramming exists in them to a dangerous extent. It is indulged in by those teachers who have more zeal than knowledge, by those who have knowledge but not zeal, and by a third class who have neither knowledge nor zeal, and who have little business in the profession at all. With these it is begun when the child is made to go through the dreary task, day after day, of learning its letters, without advancing one step in the path of knowledge. If the name of each letter were its word sound, then the

child would make progress by learning its A B C; but as this is in very few instances the case, the process our young scholar goes through is not unlike that of the student of French, who first learns the language with English pronunciation until he can write it with ease, and then has to learn the pronunciation as it is heard in ordinary speech. The child, when he begins to read in our First books, meets with the words, “It is an ox.” Now, in the utterance of not one of these will the sounds he has been accustomed to attach to the letters be of any avail to him, and he has perforce to be taught the sounds that belong to these letters in combination. Take for instance the first letter in this sentence; its name has the sound of a (*h*)-*ee*; but in combination that of *eh*. Even when the power to read easy sentences without difficulty, has been gained;