

For the REVIEW.]

Unification of the Course of Study.

An examination of the ordinary course of study, as prescribed by Boards of Education, will reveal an utter lack of attempt at unification. Subjects and divisions of subjects are placed for the different grades without any attention being paid to the relation of the one to the other.

Studies are but means to an end, and that end the development of the entire boy, and not merely his mind. To this end special emphasis should be laid on those subjects that cultivate the observation, judgment and self-regarding powers. To develop the judgment nothing is better than that each subject has a dependence upon all the others, and that the course be so arranged that that interdependence must be observed.

In the body the health of one system depends upon the others,—respiration upon circulation, both upon digestion. As in the physical, so in the mental is there the same interdependence, and the skilful educationist will make provision for the same.

In the formation of a course of study the "greatest good to the greatest number" should be the motto. Reference, therefore, should be given to subjects of the greatest utility, and subjects that will be easily and profitably prosecuted by the student after his school-days are over.

School-life to the majority being but short, the subjects of most general interest should have the preference, Physical, mathematical, linguistic, scientific, historical, so arranged that there be a complete unity.

The proper teaching of these subjects will be but the giving of an impetus to their future prosecution. The physical prepares for the good craftsman. The mathematical for the exact man in thought, etc. The linguistic to the student of books. The scientific to the admirer and student of nature. The historical to the hero worshipper and imitator of the heroic.

Why not one subject and not this variety? The natural sciences will not train to courage and endurance however well they may develop observation; gymnastics will not serve the purpose of history. "A study has as many values as uses—one major and at least two minor values." In all studies there is a disciplinary value which depends upon the presentation of the subject. The fullest disciplinary value of a study is often seriously interfered with by the manner, time and place of its introduction into the school curriculum. To secure the full disciplinary value of any study the course must form an organic whole.

Of the five divisions indicated none are independent of the others; if shown that they were or could be, then should they be removed?

If greater prominence be given to one, it should be language—and English language at that. Whatever may be the opinion and practices of the colleges and universities as to the relative value of English and classics, there can be no doubt as to their relative position in the common school. Make expression a *sine qua non* of all studies, every subject a study in the use of correct English.

Closely related to the study of language is that of history. In this due attention should be paid to character building—"that subject which, with its colleague, geography, makes the whole world kin." S.

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School-Room Chats.

Teachers, like verbs, have voices, moods, tenses, numbers and persons. True, some verbs have no voice and express state or condition rather than action. And some teachers have no voice either, and their rooms express a state or condition. That state or condition I will not attempt to describe. It is a survival of about 200 cubic metres of what existed when "the earth was without form and void."

In the beginning a Voice brought order out of chaos and that Voice is echoed, feebly and humbly, yet truthfully by the voice which day by day orders the school-room, and shall be echoed down the ages until the world is brought into harmonious accord with the design that is perfect.

The only verbs which have voice are those whose expressed action is not confined to the doer but passes on to an object. The analogy is plain. Unless the teacher's voice reaches the object there is really no voice at all. The voice may be loud, harsh, querulous, and fault-finding and yet be "confined to the doer." The teacher is seeking to reach the pupil,—to aid, to instruct, to inspire;—and if this be not accomplished the voice has not reached its object. Again the voice may be low, musical and sympathetic, and yet easily pass over to the object. Which is the better? Which do you use?

Fellow-teacher, your voice is a powerful weapon. Make its vast possibilities your own. Have it under perfect and intelligent control and it will be more to you than a Toledo blade to a dexterous swordsman. With it you will be able not only "to feint, to thrust, to guard" but more beneficently "to pull down, to build and to plant."

Let your ordinary voice be full and sympathetic, of an average pitch,—lower rather than higher. In your commands or rather requests—for all commands should take the form of requests—be in a kindly yet confident,