

5 less 1 are 4, etc.), but in getting these ideas his mind has acquired increased capacity for grasping number-relations in general. Thus, if a teacher attempts to teach the number 7 before the pupil has a clear apprehension of 6, he is not only appealing to ideas not yet in the child's mind—for 6 is a thought in 7—but he is assuming a higher power of grasping relations than the child has yet acquired.

What is known and How.—It is clear, therefore, that before beginning a new lesson the teacher must find out exactly what the pupil knows, and *how* he knows it, *i.e.*, how he has acquired it; whether by mere sensuous association (verbal memory)—in which case the ideas are held mechanically in the mind, and have no interpreting power—or by true assimilation, in which case not only the ideas are there, but also the capacity to use them. Yet, it is to be feared, that with the majority of teachers the object of questioning is to test *what* the child knows, rather than *how* he knows it; that is, the questions are a test of *what* is held mechanically in the mind, but not the

test of power developed. The thoughtful teacher proposes to act on the maxim: "From the Known to the related Unknown." What course will he pursue? He will endeavour to see clearly the logical connection of the new lesson with what is already in the learner's mind; he will carefully analyze it and note the relations of the several parts so as to present the new material properly arranged; he will test the "known" in the learner's mind, and the power that should have been developed in acquiring it; he will stimulate this power and brighten up and bring to the front the ideas involved in the "known"; and finally he will lead the pupil to create for himself the relations between the new and the old. And so there is real assimilation; there are both apperception and retention; there is growth in organized power and in organized knowledge. In such teaching there is pleasure to the teacher from the conscious success in waking up mind, and pleasure to the learner from the conscious increase in apperceiving power.

HISTORY OF KNOX COLLEGE.

BY THE REV. WM. GREGG, M.A., D.D.

(Concluded from last month.)

IN 1848, Mr. Rintoul having been released from the charge of the Streetsville congregation was appointed *interim* professor of Hebrew. In the same year steps were taken to obtain a tutor in English, Classical Literature and general mental training; the result was the appointment of the Rev. Mr. Lyall, who rendered valuable service till his removal to Nova Scotia, where he is now the eminent and esteemed Professor of Metaphysics in Dalhousie College, Halifax. In consequence of arrange-

ments having been made for teaching Hebrew in University College, Mr. Rintoul retired from the college and accepted a call to St. Gabriel St. congregation in 1850. He died in the following year while on a missionary tour to Metis. In the years 1853 and 1854 occurred the deaths of two other fathers of the Church, who, like Mr. Rintoul, had been faithful and able professors in the college. Mr. Esson died in 1853 and Mr. Gale in 1854. The Synod now resolved to appoint a Second Professor of Divinity, to