

"By the sound." Apply to an empty glass, and a glass full of water, and to many various objects.

3. Touch an object gently, then sharply. Lead the class to say that it was the same thing, but one sound was *loud* and the other *low*, or *soft*, or *faint*.

Have the class name sounds they like, and sounds they do not like; imitate sounds; tell why people keep a canary bird in a cage instead of a goose or a peacock; recognize each other's voices and footsteps; and use words that *tell sounds*: as,—

The bell rings.	Birds sing.
Boys whistle.	Parrots talk.
A bee buzzes.	The cat meows.
Geese hiss.	Horses neigh.
Peacocks scream.	The crows caw.
A robin chirps.	Larks warble.
A rooster crows.	A hen cackles.
The dove coos.	Lambs bleat.
The duck says "Quack, quack."	
The bob-o-link says, "Bob-o-link."	
We whisper, laugh, talk, sing, shout, whistle.	

Animals. No attempt should be made to give these lessons the formality of scientific study. They are to be simply talks about familiar animals, to lead the children to observe closely, and to state what they know in good language. When it is necessary to use a picture, as for a lesson about the cow or horse, have the class see the animal out of school, and verify, or add to, the statements made. Whenever possible, have the living creature or a stuffed specimen before the class during the lesson. Any bird in a cage, or stuffed bird, a globe of gold-fish, or a specimen from the fish-market, will furnish the class with something to say. If a picture be used, choose one large enough for all in the class to see; and when the animal is named, have different children show on the wall about how high it is, or name some other animal about as large. Not all the points indicated in the general plan, given below, can be taken in one lesson. The character of the previous lessons must determine which may be omitted.

The names of parts common to all, as *head*, *body*, may be written upon the blackboard, and will soon be learned by the word-method.

General Plan. 1. Name of animal.

2. What it does.

3. Parts named and counted.

4. Description of parts.

5. Use of characteristic part; as, wings to the bird, fins to the fish, horns to the cow.

6. Uses of the animal to us.

7. Parts useful after death.

8. Name of parts used after death; as, *meat*, *hide* or *leather*, *mutton*, *pork*.

9. Treatment.

10. Name of young; as, *calf*, *chicken*, *colt*, *lamb*, *kid*, *gosling*, *kitten*.

In considering *treatment*, the teacher has an opportunity to appeal to the moral nature of the child; to call attention to the creature's mode of defence; as, The cow *hooks*, The horse *kicks*, The dog *bites*, The rabbit *runs*, The cat *scratches*, The bee *stings*, The bird *flies*; to teach two or three words which tell about the disposition; as, The lamb is *gentle*, The rabbit is *timid*, The dog may be *cross*; and two or three others; as, *shelter*, *protect*, or *defend*. It need not be feared that the word is too long, if the idea be clearly apprehended. A child says *wheelbarrow* as quickly as *saw* when he has a lively interest in the object.

It will be seen that there is no lack of material for Language Lessons in the most elementary schools. And there is no excuse for neglecting English in any schools. Children like to see things, and to talk about them. Grant them this right, enter into their spirit, and the path will be clear.

TEACHERS' CERTIFICATE EXAMINATIONS.

UNIVERSITY OF CAMBRIDGE, ENGLAND, JUNE, 1880.

The following questions are so important that we think it will interest our readers to insert them in our columns:—

THE PRACTICE OF EDUCATION.

1. Describe in detail the dimensions, structure, and furniture appropriate to a well-equipped secondary school for 200 scholars.

2. What main principles have to be kept in view in framing a time-table, and in distributing the work of assistants? Given a school of 100 scholars of ages varying from 9 to 17, how many classes would you form, and how would you divide the work of a week?

3. In what subjects of instruction can you most safely rely on book-work; and in what others is oral teaching most needful and efficacious? Give reasons for your answer.

4. School studies are sometimes divided into the "formative" and the "real." Explain this classification in detail, and show generally what proportion of importance you would attribute to each class of subjects (1) in the whole course, and (2) in the work of a given day.

5. In what order would you teach the facts of geography? What position among other studies do you assign this subject in relation (1) to the mental training it may afford, and (2) to its practical usefulness?

6. Discuss the use which should be made of home and evening lessons in connection with school work. Give your reasons for preferring that they should be either (1) supplementary to the class teaching of the previous day, or (2) preparatory to that of the following day.

7. To what extent do you think it useful or desirable to teach the principles or reasons of the rules of arithmetic and of algebra to beginners? Give the reasons, if any, for requiring some problems to be solved, empirically by the use of rules, before those rules are thoroughly understood.

8. Explain fully the method of registration both for attendance and progress which would you think it best to adopt. Say also in what form records of this kind should be communicated to parents.

9. Give some rules for the skilful and effective use of oral questioning. Explain also in what circumstances, and for what reasons, written questions and answers are of special value.

10. When is it expedient, and when is it inexpedient, to set the exact words of a book to be learned by heart? Give your reasons.

11. What is meant by the "crude-form" system of teaching Latin? Discuss its advantages and disadvantages.

12. Describe in detail the structure and contents of either a physical or a chemical laboratory for a higher school. Say also to what extent you think it wise or practicable to enlist the services of the scholars themselves, in preparing apparatus or furnishing illustrations.

HISTORY OF EDUCATION FROM THE REVIVAL OF LEARNING.

(Special subjects: *Locke and Arnold*.)

1. What are the chief recommendations Luther gives the town councillors of Germany in his celebrated "Letter" of 1524?

2. "*Savoir par cœur n'est pas savoir*" (knowing by heart is not knowing.) From the principles laid down in the rest of the essay, show what Montaigne meant by these words.

3. To what distinctive features would you attribute the success of the Jesuit schools for boys in the sixteenth and seventeenth centuries?

4. Take any one English writer on education before 1642, and mention the chief reforms recommended by him.

5. What was the *Orbis Pictus* of Comenius? What objects did he seek to secure by means of it?

6. Locke is said to hold "utilitarian" views of education. What is meant by this? How far is it true?

7. What is Locke's advice about studying "the natures and aptitudes of children"? Compare his advice with that of some writer before his time, and of some writer since his time.

8. Contrast a boy of twelve years old, according to Rousseau's ideal and according to the ideal of the schoolmasters of his time.

9. What did Pestalozzi do at Stanz? What were the main lessons he learned from his experience there?

10. State some of Jacotot's aphorisms.

11. What are the special advantages Froebel sought to gain for children by means of the kindergarten?