

precision is lost by using too familiar language, or by too much pouring into the pupil without enough exercising the pupil by making him do the reciting and explaining.

The excellence of the text-book method consists in getting the pupil to work instead of working for him; in teaching him how to study for himself, and to overcome difficulties by himself, instead of solving them for him. Unless the teacher knows this, and directs all his efforts to achieve this end, very great abuses creep in. Thus it may happen that the teacher requires the pupil merely to memorize the words of the book, and does not insist upon any clear understanding of it. Indolent teachers lean upon the text book, and neglect to perform their own part in the recitation.

But in the hands of the good teacher the text-book is a powerful instrument to secure industry, precision, accuracy, and self-help on the part of the pupil. In conducting a recitation, the teacher should—

1st. See that its main point is brought out, explained, and illustrated again and again by the different pupils, each using his own language, and the using of the language of the book discouraged, in so far as it tends to verbiage or parrot-like recitations.

2nd. The teacher should himself criticise and call upon his pupils to criticise the defects in the statements made by each pupil, so that they shall acquire a habit of alertness in noticing inaccuracy as well as lack of exhaustiveness in definition, whether in oral statements or in the text-book itself.

3rd. The lesson should, in all cases, be brought home to the pupil's own experience, and his own observation and reflection made to verify the statements of the books.

4th. Every recitation should connect the lesson of to-day to the lessons already recited, and the questions awakened in to-day's lesson should be skilfully managed to arouse interest in the subject of to-morrow's lesson.

5th. The good teacher always notes by the recitation of a pupil what are his habits of study, and the recitation is the place where bad habits are pointed out, and the true method of study shown and illustrated.

I think all will agree with me in pronouncing the recitation conducted in the manner here described effective in securing the ends for which you have established the rules and regulations governing the teachers in the public schools. I have now to point out an additional regulation, which, if adopted by your honourable body, will, I think, lead to the correction of some of the abuses more or less prevalent among the teachers of the schools. I refer to the practice of some of our teachers of using the text-book during the recitation as a source of information from which to draw a supply for their own use on the occasion, thus making up for their own lack of preparation. From this practice results the greater bulk of the evils complained of by intelligent parents, who find their children becoming mere cramming machines, instead of intelligent investigators. That the teacher should know at least as much of the lesson as the pupil, does not need statement. Why, then, should the teacher have recourse to the text while the pupil is debarred from it? In consideration of the evils arising from this source, I respectfully suggest the adoption of a regulation prohibiting to the teacher the use of the text-book in the recitation whenever the pupil is expected to recite without the book; and that the teacher be recommended to use a syllabus of topics or questions, either written or printed, in the conduct of such recitations.—*W. T. Harris in recent Special Report to the School Board of St. Louis.*

MARKING RECITATIONS.—Most of the teachers of our acquaintance adopt some system of recording their estimate of the recitations of their pupils. Many, while they use such a system, are yet fully persuaded that it is open to serious objections. It is so liable to abuse that the question is often raised whether it would not be better to abandon it altogether. As it is sometimes used, it certainly is full of evil. The following, we believe, are valid objections to the system.

1. It tends to divert the attention of the teacher from the true objects of the recitation.

2. It leads to the adoption of that method of conducting the recitation which will enable the teacher to make his estimate the most easily and accurately, rather than that which will be best for the pupil.

3. It takes time which might be more profitably employed in other school work.

4. It is unfavourable to original investigation on the part of the pupil, leading him to prepare his lesson with a view to the recitation, rather than with a view to the extending of his own knowledge.

IV. Education in Various Countries.

1. EXAMINERS IN THE UNIVERSITY OF TORONTO, 1872-3.

The following gentlemen have been appointed Examiners in the different Faculties and Schools for the academic year 1872-73:—

LAW.—J. M. Gibson, M. A., LL.B., W. P. R. Street, LL.B.
MEDICINE.—Physiology and Comparative Anatomy, W. Oldright, B. D., M. D.; Surgery and Anatomy, J. E. Grahame, M. D.; Medicine and Therapeutics, J. W. McLaughlin, M. B.; Midwifery and Medical Jurisprudence, T. J. White, M. D.

MEDICINE AND ARTS.—Chemistry, W. H. Ellis, M. A., M. B.; Natural History, H. A. Nicholson, M. B., etc.

ARTS.—Greek and Latin—Rev. John McCauley, LL.D., Rev. N. McNish, M. A.; Mathematics, J. A. McLellan, M. A., LL.B.; W. Fitzgerald, M. A.; English and History, D. Wilson, LL.D., F. E. Seymour, M. A.; French, E. Fernet, Esq.; German, W. H. Vandersmissen, M. A.; Italian and Spanish, W. G. Falconbridge, M. A.; Mineralogy and Geology, E. J. Chapman, M. A., Ph. D., Metaphysics and Ethics, Rev. G. P. Young, M. A., W. H. Renselton, M. A.; Oriental Languages, J. M. Hirschfelder, Esq.; Meteorology, G. T. Kingston, M. A.; Civil Engineering, A. McDougall, C. E.; Agriculture, G. Buckland, Esq.

2. WORK OF THE LONDON SCHOOL BOARD.

The London School Board with a population of three and a quarter millions of people within its district, has a most arduous task to perform in endeavouring to educate the enormous juvenile population under its control. After discussing all sorts of projects for a whole year, in the course of which some very hard knocks have been given and taken by the respective partizans of religious and non-religious education, and Professor Huxley and other prominent men have retired disheartened at the slow progress of the work, the Board now issues its first annual report. There are still, it appears, 176,000 children between the ages of three and thirteen who attend no school and receive no education, save that which can be picked up in the gutters. Of those who are still without schooling various excuses considered reasonable are made. But there are about 80,000 for whom there is not the shadow of an excuse to be made for their non-attendance, except—and it is an important exception—that sufficient school-room has not been provided by the Board. The report very properly suggests that the Education Department be asked to authorize the immediate provision of schools for 100,000 children.

3. LETTER WRITING IN GERMAN SCHOOLS.

The class being ranged, with slates and pencils in their hands, the master propounds a subject. "Let me see," he will say, "to-day is a market day. You live, we will say, not here, but in the little dorf of Hen's Nest, one hour away. Mother sends you to market with something to sell, and something to buy; you are not to go home to her to-night, and so you want to write a letter, telling her what you have done. Now, then, begin. What shall we write down first? 'I have sold the three hens for:' shouts out a little fat, white-haired boy, who plainly is used to sell his mother's farm produce. 'Stop!' says the master; 'you are too fast. That's not the way to begin, we will come to that after.' Here several rise and ask to be heard. A little girl shouts out, 'My dear mother!' 'No,' says the Herr; 'that is good; it will come later.' Another? 'To-day is Friday.' 'That is right! but there is more to add.' At last it is settled that the name of the place and the day of the month, and perhaps the hour of the day, if need be, shall all be set down first, and at the right hand of the letter, before anything else be done. Having settled now what is first to be done, next comes the question how to do it, and the competition who shall do it best. The end of the room has huge blackboards, sponges and chalk and towels, with little long rows of steps for the little ones to climb up. The letter has first to be written out (in draft) on the chalk-board, corrected and settled finally before it is allowed to be written with ink on paper. Now, then, a little child is called out to write on each board, at the right-hand corner, the name Swallow's Brook, the day, Friday, the date, September 20, 1867. The arrangement of this gives rise to variety of opinion and discussion. Shall 'Swallow's Brook' go down as two words or one? Shall the second part have a capital letter? Shall a stroke part the words? Shall 'Friday' go below or on the line? Shall we write 20 Sept., or 20 September, or September 20? Shall we put 1867 below or on a line? Shall we begin near the top of the board, or lower or more right or left, and on three lines, two lines, or one? At last the best is settled, and the master asks the cleverest girl to write down the pattern agreed, dating at the right-hand corner, with the proper margin all round, and this is now copied over by each on the slate