

Secondly, mere formal grammar, which with us is slight,—for Mr. Marsh was not less wise than witty when he called English the “grammarless tongue”—must be supplemented by text-books that will bring the mind of the pupil into contact with the *substance* of English. For even when grammatical accuracy has been attained there are many difficulties in the way of English persons attempting to speak and write correctly. There is the cramping restriction of an insufficient vocabulary; there is also the very common inability to appreciate the differences between words that are at all similar; then there is the difficulty attending the choice and arrangement of words and the danger of obscurity, a fault which cannot be avoided without extreme care, owing to the uninfected nature of our language. If I may be pardoned the egotism—which may be the more pardonable since I think every principal here has introduced the book into his classes, and most of you have seen your pupils grow under the discipline of the study—I might mention my little “Word-Analysis” as at least an essay towards supplying the lamentable lack of any practicable class-book on the English vocabulary and the use of words.

Thirdly, to be firm-based in our method of English instruction, I am convinced that a thorough organic co-ordination of all the branches of English study must be made—I mean of those studies which may be styled philological, including reading, spelling, word-analysis, grammar, composition, and English literature. The proper *hub* which connects these spokes of the wheel is the Reader. But, unfortunately, we have as yet no series of Readers which can be considered truly *educational*—they are little other than collections of scraps. This is a pitiful waste of a great opportunity, for the Reader is precisely the proper point of meeting of all the English studies, and the centre of mutual illumination. You may depend upon it the time is coming when the scrap-bag theory will not suffice, when teachers will demand Readers that shall really avail for the purposes of education.

I notice I have fallen into the critical mood; but, after all, there is a great deal that is encouraging. It is no small thing that our native philology has vaulted to its proper seat in the university curriculum; for we may rely upon it that the learning upon the summits will in time find its way down to the plain. And what a grand organism is our English, and how worthy the profoundest study! It appeals to our reverend regard as our mother tongue. It challenges our liveliest attention by its intrinsic wealth as a speech, for I repeat the words of Germany's foremost philologist, Jacob Grimm, when I say that in beauty and force and expressive power it is surpassed by no language spoken by man. It commands our most earnest study as the language of the inspired record in the purest, simplest and noblest form in which it has been presented to modern intelligence, as the living body in which the grandest thoughts ever conceived by the human intellect, the most passionate and powerful creations of literary art, the subtlest and sublimest sentiments that ever voiced themselves in words, have taken up their luminous and ever-during lodgment. * *

[By this time the Professor had worked himself into quite a glow, and your reporter refused to follow him any further in his philological flight.]

REGULATIONS OF THE SCHOOL BOARD OF LONDON FOR THE MANAGEMENT OF ITS SCHOOLS.

I.—GENERAL REGULATIONS.

1. Infant schools shall be mixed.
2. Senior schools shall be separate.
3. Large schools shall be provided wherever it is practicable to do so.
4. As a general rule, female teachers only shall be employed in infant and girls' schools.
5. The period during which the children are under actual instruction in school shall be five hours daily for five days in the week.
6. During the time of religious teaching or religious observance, any children withdrawn from such teaching or observance shall receive separate instruction in secular subjects.
7. Every occurrence of corporeal punishment shall be formal-

ly recorded in a book kept for the purpose. Pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher shall be held directly responsible for every punishment of the kind.

8. Music and drill shall be taught in every school during part of the time devoted to actual instruction.

9. In all day schools provision shall be made for giving effect to the following resolution of the Board, passed on the 8th March, 1871:

“That in the schools provided by the Board the Bible shall be read, and there shall be given such explanations and such instruction therefrom in the principles of morality and religion, as are suited to the capacities of children, provided always—

“1. That in such explanations and instruction, the provisions of the Act in Sections VII. and XIV. be strictly observed, both in letter and spirit, and that no attempt be made in any such schools to attach children to any particular denomination.

“2. That in regard of any particular school, the Board shall consider and determine upon any application by managers, parents or ratepayers of the district, who may shew special cause for exception of the school from the operation of this resolution, in whole or in part.”

10. In all schools provision may be made for giving effect to the following resolution of the Board, passed on July 26th, 1871:

“1. That in accordance with the general practice of existing elementary schools, provision may be made for offering prayer and using hymns in schools provided by the Board at the ‘time or times’ when, according to Section VII., Sub-section ii, of the Elementary Education Act, ‘religious observances’ may be ‘practised.’

2. That the arrangements for such ‘religious observances’ be left to the discretion of the teacher and managers of each school, with the right of appeal to the Board by teacher, managers, parents or rate-payers of the District.

“Provided always, That in the offering of any prayers, and in the use of any hymns, the provisions of the Act in Sections VII. and XIV. be strictly observed, both in letter and spirit, and that no attempt be made to attach children to any particular denomination.”

11. All the children in any one infant, junior, or senior school, shall pay the same weekly fees.

12. The minimum weekly fee in infant, junior, and senior schools shall be one penny, and the maximum fee ninepence.

13. The half-timers attending any school shall pay half the weekly fees chargeable in that school, provided that such half fees be not less than one penny.

14. The fees payable in evening schools shall be left to the discretion of the managers, subject to the approval of the Board.

15. If exceptional circumstances should appear to render the establishment of a free school in any locality expedient, the facts shall be brought before the Board, and its decision taken upon the special case.

II.—REGULATIONS FOR INFANT SCHOOLS.]

16. In infant schools instruction shall be given in the following subjects.

a. The Bible, and the principles of religion and morality, in accordance with the terms of the resolution of the Board passed on the 8th March, 1871.

b. Reading, writing, and arithmetic.

c. Object-lessons of a simple character, with some such exercise of the hands and eyes as is given in the “Kinder-garten” system.

III.—REGULATIONS FOR JUNIOR AND SENIOR SCHOOLS.

17. In junior and senior schools certain kinds of instruction shall form an essential part of the teaching of every school; but others may or may not be added to them, at the discretion of the managers of individual schools, or by the special direction of the Board. The instruction in discretionary subjects shall not interfere with the efficiency of the teaching of the essential subjects.

18. The following subjects shall be essential:

a. The Bible, and the principles of religion and morality, in accordance with the terms of the resolution of the Board passed on the 8th March, 1871.