

school system put too many studies on young children, and as a result overstrained the nervous system and caused great injury, from which they never recovered. The effect of this cramming was particularly injurious to girls. We are told, that in the discussion which followed, nearly all the speakers agreed that the effect of our present school work or system is injurious, as above stated. The following resolution was adopted:—The system of education in force in the Dominion draws too largely upon the brain tissue of children and materially injures their mental and bodily health. There does not ap-

pear to have been one dissident to the above resolution. So spake last August the profession whose special function it is to look after the health, mental and bodily, of the people of Canada.

Medical practitioners have expressed the same opinion again and again. Now medical men do not express themselves thus for the sake, simply, of doing so. We believe we are safe in saying that there is truth in their resolution, and that every teacher of experience will corroborate their statement and ours.

We shall return to this subject again.

SCHOOL WORK.

ENGLISH DEPARTMENT.

Readers of the MONTHLY are cordially invited to contribute to this department: Examination papers, notes, discussions, and queries bearing on the teaching of English in our schools.

EXERCISES IN ENGLISH.

BY H. I. STRANG, B.A.

- (a) "Oh mother, who wast long
before our day,
And after us full many an age
shalt be,
Careworn and blind, we wan-
der from thy way :
Born of thy strength, yet weak
and halt are we ;
Grant us, oh mother, there-
fore, us who pray,
Some little of thy light and
majesty."

—*Lampman*, "A Prayer to Earth."

- (b) Oh for a life of leisure and
broad hours,
To think and dream, to put
away small things,
This world's perpetual leaguer
of dull naughts ;
To wander like the bee among
the flowers .
Till old age find us weary, feet
and wings
Grown heavy with the gold of
many thoughts.
—*Lampman*, "Knowledge."

1. Is *oh* correctly used in these extracts? Distinguish clearly with examples between *oh* and *O*.

2. Justify the forms *wast* and *find*.

3. Parse *long*, *full*, *born*, *little*, *leaguer*, *like*, *bee*, *feet*, *grown*.

4. Analyze fully the 2nd line of (a) and the 1st of (b).

5. Classify the infinitive phrases in (b) and give their relation.

6. Explain the meaning of the 3rd line of (b).