

literature by forcing them to study books which they could not learn to enjoy. It was impossible not to sympathize with the general tone of her paper, and especially with her protest against examinations in English, all the more that her enthusiasm for her subject, and belief in its capabilities, were unmistakable.

The next speaker was Miss Marie Antoinette Anderson, of the Thurston Preparatory School, a private school of high standing in Pittsburg, Pa. In a well worked out and extremely practical paper, Miss Anderson maintained that the list was on the whole a good one, that it was quite possible to interest pupils in all the books, and that the question was one of handling the subjects rather than of choosing them. She admitted that many of the books were difficult for the boys and girls in the first years of the high school, especially where English had been but little studied in the lower grades, but put clearly before her audience the plan in use in the Thurston School, which, in her opinion, had been entirely successful.

Briefly outlined, the plan is this: None of the college requirements are taken up until the last two years, or even the last eighteen months of the school course; up to that time all effort is directed to teaching the children to read intelligently, to care for good reading, and to express themselves easily and accurately. This is done, without any reference to examinations, by means of a great deal of reading, carefully adapted to the pupil's development, and by regular *daily* practice in writing on subjects suggested by the reading. The written papers are not only corrected in writing, but privately commented on with each pupil, and, if necessary, returned to be re-written. This plan involves an immense deal of patient, persevering work on the part of both teacher and pupil, but persisted in, it brings the child to the point where he can take up the college requirements with, to some extent at least, a trained taste, a store of reading for purposes of comparison, and a readiness in expressing himself.

In the discussion that followed, the weight of opinion was plainly with the first speaker, and Miss Anderson's seemed to be considered a counsel of perfection, but, as far as the writer can recall, no one drew attention to the probability that the pupils and opportunities differed widely in the two schools represented. Professor George Pierce Baker, of Harvard University, regretted that Miss Sweeny's view of the required selections was the more prevalent one, and intimated that the colleges would probably soon agree on some changes in the list. As regards examinations, he did not think it was practicable to do away with them, so far as admission to college was concerned, but as reference had been made

to the want of uniformity in the kind of knowledge required,—some college entrance papers emphasizing points of syntax, some linguistics, some literary form, and so on,—he drew attention to the fact that Harvard demanded simply an intelligent knowledge of the subject-matter read, and the power of expressing such knowledge clearly.

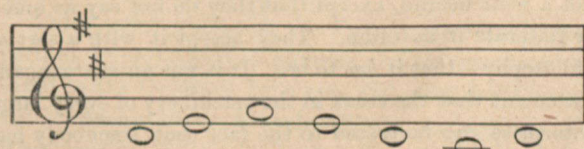
It may be said that throughout the meeting these demands were distinctly recognized as the important aims in teaching English, and the treatment of formal grammar and rhetoric was practically ignored. It is interesting to note that in the report of the Committee on Secondary School Studies published in 1893, (a pamphlet of great value to teachers) it is recommended that not less than five hours a week should be given to the study of English during the entire course of four years in the high school, and that of this time only one hour a week for one year—the fourth—should be assigned to formal grammar. ELEANOR ROBINSON.

FOR THE REVIEW.]

### Music in Schools. Grade III.

Commencing with this grade, the previous year's work should be reviewed and enlarged upon. Give a great variety of easy exercises in every key, and constantly review scales, having the scale written and sung before giving exercises in that key. Have the pupils draw the staff and clef; teacher adds the signature, and tells the pupil where the keynote is to be placed; then pupil writes the scale. Have pupils copy exercises from the board quite frequently, being careful with details and neatness of work.

A good exercise for this and higher grades is as follows: Have pupils draw staff, and tell them what signature to place, and where *do* is to be found. Then the teacher may sing a tone of this scale to *loo*; for instance, she may sing the tone of *do*. Pupils are asked what she has sung. They will recognize it at once, and then are told to write it. They do so, and the teacher sings another tone of the scale to *loo*; it may be *re*. Pupils recognize and write; the next one may be *mi*, which pupils write; next, *re*, which is written; then, perhaps, *do*, *ti*, *do*; and when completed should be written on the board and corrected. In the key of *D* the exercise will appear as follows:



It should be varied extensively in every key, using, say, one exercise each day for several months. It will be