

knowledge and ripeness of intellect to render it advisable that they should be taught in the same way. Pupils in the lower departments—*i.e.*, candidates for the intermediate, second and third-class certificates—will require to have the method of instruction adapted to their less mature years.

"With all classes of pupils alike the main thing to be aimed at by the teacher is to lead them clearly and fully to understand the meaning of the author they are reading, and to appreciate the beauty, the nobleness, the justness, or sublimity of his thoughts and language. Parsing, the analysis of sentences, the derivation of words, the explanation of allusions, the scansion of verse, the pointing out of figures of speech, the hundred and one minor matters on which the teacher may easily dissipate the attention of his pupils, should be strictly subordinated to this great aim. The masterpieces of our literature were written not to serve as texts whereon exercises of various kinds might be based, but to convey to others in the most attractive form an account of the thoughts and feelings which pervaded the minds of their authors: so that if we wish to benefit in the highest degree by their perusal, we must make ourselves at home with their writers and inhale for a time the mental atmosphere which they breathed. It is essential that the mind of the reader should be put *en rapport* with that of the writer." Mr. Buchan then goes on to say: "But though the works of Shakspeare and Milton and our other great writers were not intended by their authors to serve as text-books for future generations, yet it is unquestionably the case that a large amount of information may be imparted and a very valuable training given if we deal with them as we deal with Homer and Horace in our best schools. Parsing, grammatical analysis, the derivation of words, prosody, composition, the history of the language,

and, to a certain extent, the history of the race, may be both more pleasantly and more profitably taught in this way than in any other. It is advisable for other reasons also, that the study of these subjects should be conjoined with that of English literature. Not only may time be thus economized but the difficulty of fixing the attention of flighty and inappreciative pupils may more easily be overcome."

The writer then proceeds to show how the study may be carried on in connection with the study of an English classic by an advanced class. Much as I would wish, for the benefit of young teachers, to give Mr. Buchan's views on this topic, I shall have to limit myself to the remark that his views in the main coincide with those of Hales. They are to be found *in extenso* in the previously mentioned number of the *Journal of Education*.

Let me now proceed to inquire how far the ideal has been attained and in what direction the teaching of English Literature in this Province, as far at least as the High Schools are concerned, is moving; for I take it for granted that the general character of an examination determining the money-grant to schools, forms the general character of the teaching. There have now been seven examinations for the Intermediate and all the papers on English Literature have been set, I believe, by the same Examiner. In making an analysis of the nature of the questions and their value I have not been able to go farther back than the papers of December, 1877, though the most cursory examination of those set prior to that date will show that the character is constant. Taking, then, the last four examinations, and adopting the Examiner's own subdivision of topics, as published in the *Journal of Education*, I find that we may tabulate the character of the questions and the marks assigned to them as in the annexed schedule.