

proves that he means the civilization of the Britons, not that of the Romans.

Now there is no doubt that a pupil who is prepared to enter the High School should be able to give an intelligent idea of that higher civilization, so far as it really existed; but to do this he would only have to memorize a fact which could hardly be called a leading one. What causes which led to this higher civilization is a much more important question, and this is just what the pupil, from immaturity of mind, would be unable to answer. It would require an effort of memory only "to give an intelligent idea of the bold stand King Alfred made time and again against the Danes"; but it would need much more than an effort of memory to enable the ordinary Fourth Book pupil to give an intelligent explanation of the reasons why he is called "The Great"; yet it is the ability to answer such a question as this which is a true test of the proper study of history. It would be easier to give from memory an intelligent idea of the despotism of the Stuarts than it would be for the average Fourth Book pupil to form that idea in his own mind. We need hardly say which of these the proper study of history should aim at, and which is within the scope of the Fourth Book pupil. The other instances might be dealt with in the same manner, but enough has been said to show that it is unreasonable to expect maturity of mind enough, on the part of Fourth Book pupils, to go beyond stating the mere facts of history, and as these are admittedly of little value by themselves, it would be better to drop the study from the Fourth Class programme altogether. Mr. Ross enumerates literature, grammar and history as the subjects which offered the greatest difficulty to candidates. He might have included spelling, for this was of such a preposterous character, that we have heard of one presiding examiner, at

least, who did not know how to pronounce some of the words correctly, and a number of the more intelligent examiners felt compelled to exemplify the words in phrases or sentences for the information of the candidates.

THE SEVEN LAWS OF TEACHING.*

THIS little book is a valuable contribution to the science and art of education. It could only have been written by a man who had thought long and seriously upon what had come under his observation in the school room. The book would be a most useful one to put into the hands of our student teachers to "read, mark, learn and inwardly digest." Indeed, if we except Professor Payne's lectures, we know of no volume that is equal to it for this purpose. If Dr. Gregory fails in any point, it is in the illustrations he uses, which in many instances throw no additional light upon his meaning. As our readers may be curious to know what his Seven Laws of Teaching are, we give them here:

(1) A *teacher* must be one who KNOWS the lesson or truth to be taught. (2) A *learner* is one who ATTENDS with interest the lesson given. (3) The *language* used as a MEDIUM between teacher and learner must be COMMON to both. (4) The *lesson* to be learned must be explicable in the terms of truth already known by the learner—the UNKNOWN must be explained by the KNOWN. (5) *Teaching* is AROUSING and USING the *pupil's mind* to form in it a desired conception or thought. (6) *Learning* is THINKING into one's own UNDERSTANDING a new idea or truth. (7) The *test and proof* of teaching done, the finishing and fastening process, must be a RE-VIEWING, RE-THINKING, RE-KNOWING and RE-PRODUCING of the knowledge taught.

*By John M. Gregory, LL.D. Congregational Sunday-School and Publishing Society, Boston.