

3. (a) *Unless a lad*, etc.—The only way to enjoy labor is to enter into it heartily and cheerfully.

(b) *Ugly*.—Note the primary and proper meaning of this word. Explain how it comes so often to have the secondary meaning of *ill-natured*.

4. *Bear*—The first meaning of this word is *to carry*. Let the pupil trace the transition to that of *to endure*.

5. (a) *Rambles*.—Note the well-chosen word. He had no definite object in view.

(b) *Only some bread*, etc.—The usual lot of those who seek to escape toil.

(c) *Grave*—Serious, thoughtful; *sedate*, calm, settled. Note carefully the nice distinction in meaning between these two words.

(d) *Trudging*.—Walking with a steady, measured gait, as if on a long journey.

6. *Severe*.—His purpose was kind, his method necessarily stern.

7. *Ingenious*.—Frank, open. Distinguish carefully from *ingenious*, with which it is often confused.

8. *Deal*.—Properly, a part or portion. See Ex. xxix., 40, "a tenth deal of fine flour," which is supposed to mean a tenth part of the most common measure, an ephah.

9. *Pleasant*.—Most indolent persons, and especially children, are apt to think any other kind of labor more amusement as compared with their own.

13. (a) *Employer*.—Toil presides over every form of industry.

(b) *Drops of sweat*.—Compare Gen. iii., 19.

(c) *Precisely the same*.—Toil is toil. Its general characteristics are the same, no matter how varied the forms it assumes.

14. *More disagreeable*.—The physical toil of a farmer is less attractive to most persons than the mental toil of the schoolmaster.

15. *Quoth*.—An old English verb, used only in the second and third persons of the imperfect tense. It always precedes its subject.

16. *Making merry*.—A familiar expression. Making (themselves to be) merry is the probable construction.

18. *Holding a fiddle-bow*.—Not even a dance can be conducted without toil. Many men's pleasures are their hardest labors.

20. *Bred in France*.—An allusion to the love of gaiety characteristic of the French nation.

21. *Pray let us go*.—An elliptical expression. "I pray thee do thou let us go" suggests the grammatical explanation. Let the pupils parse the three verbs.

22. *Don't like the looks*.—Toil disguised as pleasure is often the most repulsive form of toil to one who sees it aright.

23. *Parlor*.—Explain. In what shape would Evil appear in the parlor?

24. *Repose*.—Distinguish from rest.

26. *Most miserable*.—The itinerant musicians and pedlars and the begging "tramps" must really lead very toilsome lives in their efforts to escape labor.

29. It was the toil he endured in seeking to run away from toil that taught him the lesson he had learned, and made him willing to return to toil.

30. *Whit*.—This is originally the same word as *wight*, a thing or being. It means here and usually a point, the smallest part. Some make aught a contraction of a *whit*, which seems rather far-fetched.

Compose short sentences to illustrate the meaning and use of the following words: *Affirmed*, *severe*, *ugly*, *ramble*, *trudge*, *grave*, *sedate*, *ingenious*, *torpid*, *whit*, *approbation*.

Construct sentences to distinguish between the following pairs of words: *Character*, *reputation*; *custom*, *manner*; *rambles*, *journeys*; *grave*, *sedate*; *ingenious*, *ingenious*; *miserable*, *wretched*; *diligent*, *busy*.

Conjugate the verbs of which the following are forms: *Done*, *driven*, *chose*, *run*, *bejan*, *caught*, *see*, *bred*, *went*, *lain*.

FUTURE OF OUR EDUCATION.*—(CONTINUED).

Principal A. H. McKay, Pictou, N. S.

But the greatest transformation in the future is likely first to affect the common school stage of our system. In addition to the present subjects of instruction, more attention shall be given to physical culture both practically and theoretically. Secondly, the powers of accurate observation and induction shall be developed under the heading of the science of common things. And thirdly, on account of the changes introduced by modern manufacturing machinery, the decay of apprenticeship, and its own general utility, as well as the indirect influence on the general education, manual training may be a part of the general course. The training of the muscles of the hand to obey the will so as to execute the designs in the mind with, say, the ordinary tools used in wood work alone, can at a glance be understood to be a great advantage to any would-be young mechanic, artisan, or farmer. Instead of interfering with his moral and intellectual development in school, it would probably in every case assist. The common school of the future is going to be encyclopædic—to be a university of letters, of the arts, and of the sciences—but still a child's university. Why? Because it is desirable that the child should grow "pari passu" on all sides of its being. One-sided development forms but a caricature. Thus symmetry of development is now even more important for the youth who is destined for the pursuit in some department of the higher education; as sooner or later, from the vastness of the realms of knowledge, he must become a specialist. To the average extent, however, he is a full, rounded man under this system.

But shall there be a school time for this full development of all parts of the child's nature in this new order of things? Yes, enough and to spare, if we can cast out what is not only useless but injurious. The Athenians, so runs the fable, had imposed upon them by Minos the terrible tax of seven youths and seven maidens to be sent every nine years to feed the monster Minotaur, enclosed in the endless mazes of his labyrinth in Crete. The third ship bearing this tribute was on the point of sailing when young Theseus bethought himself of the possibility of slaying the monster. The thought had to come first. The gallant deed of the hero soon followed. But there is a more terrible tax imposed on English-speaking people by the Minos of an unthinking, unreasonable, and we can now say, ignorant fashion. The futures of thousands and tens of thousands of youths and maidens in English lands are sacrificed annually—and the law compels it—sacrificed to the hybrid cadmean Minotaur of English spelling. Taking the proportion of time absorbed in home study and school work in learning spelling and mechanical reading alone, in the school life of Nova Scotia, England, and the United States, above and beyond the time necessary to master the same subjects with phonetic spelling, two years are lost, absolutely. And worse than lost, as much more injury than good can be shown to result from it. Normal schools all over the English globe have shouted at it from morning to evening with the "phonic," "phonetic" and "say" method, "O Baal hear us!" But yet spelling remains the task with young pupils, and tends to make the school life so repulsive to many, that it is certainly chargeable with nearly all the illiteracy in English-speaking countries, and with a great deal of the truancy and general disgust of learning in elementary schools, and with the most mischievous and systematic species of cramming found in any enlightened nation on the earth. The child does not yet understand English spelling. How can the spelling in foreign languages lessen the task of memorizing derived English irregular words, under such circumstances? It is a pure gram for him, with all the mischievous