

by having every scrap of knowledge prepared for him, and that the spoon-feeding, rocking and dandling process, will never make a vigorous, independent race of scholars.

I cannot very well pass by in this connection the efforts of our native editors — Mr. Seath on "Paradise Lost," Messrs. Williams and Tait on Gray's *Elgy* and the *Traveller*, Messrs. Armstrong and Davies on "Third-Class Literature." All these gentlemen have written manuals, we may say without giving offence, not so much for the purpose of disseminating sound views on the teaching of Literature, as of enabling candidates to pass their examinations. The thought that money might be made out of such literary ventures would, I think, hardly induce anyone in Ontario to prepare a school-book. These little volumes are then the outgrowth of our system of written tests, and their merits will have to be determined by a careful study of these written tests. The consequence is that there has been of late in Ontario an incredible amount of note-reading, and an immense accumulation of second-hand bits of knowledge.

Mr. Seath's edition of "Milton," while evidently prepared for candidates going up to the teachers' examination, contains much that is extremely valuable in suggesting a proper study of the English language. It is far in advance of the ordinary class-book. I have not time to notice the other works of our native press except to remark that Mr. Armstrong and Mr. Chase, in their little books, give some very valuable hints on the teaching of an English lesson. Messrs. Williams and Tait's manual, and that of Dr. Davies, will also be found of much use.

I come now to a division of my subject that has great interest for us of the teaching profession, to wit: The Examiner's idea of how English Literature ought to be taught and studied.

With regard to the examinations conducted by the Education Office, we have not had as yet much opportunity of testing the truth of the adage, "Many men, many minds." There have now been held many Departmental Examinations, in all of which it will be found that the papers in Literature have been prepared by the same examiner, thus affording us ample opportunity to learn what he means by the subject. Nor has the Central Committee left us in the dark as to the direction they desire this subject to take in the schools. In the October number of the *Journal of Education*, 1875, will be found a report from the Central Committee of Examiners, communicated in a letter from the Rev. Professor Young, the Chairman, respecting the teaching of Literature in the Normal Schools. Amongst other interesting matters in the report will be found the following:—

"While the Committee will attach due weight to a close study of the selections, they will consider it of far greater consequence that candidates should show themselves able to enter into the spirit of the authors read and to appreciate the beauty of their style. They will prefer a knowledge of important facts and general features to the most minute acquaintance with details if unaccompanied by an ability to distinguish what is important from what is not."

Nor are we left uninformed as to the Examiner's ideal, for in the January number of the *Journal of Education* for 1876, we find published as a guide to teachers a paper on the study of higher English in schools, addressed to the Chairman of the Central Committee, by J. M. Buchan, M.A., Inspector of High Schools.

In this paper Mr. Buchan expresses the view: "That candidates for first-class certificates and pupils in the higher department of the High Schools approximate sufficiently in regard to