

TALKS WITH TEACHERS.

This is the season of Teachers' Institutes, and, judging from the accounts of those held thus far, the interest in them is increasing. This is a very healthy symptom, and augurs well for the future of the schools. The school board that offers objection to the absence of teachers now to be present at these meetings lives very far back, and progressive trustees aid in all ways the attendance of their teachers. Most city school boards in the Province now close their schools during the time of meeting, and do not allow the option of teaching. The teacher who does not take an interest in his Institute, and read an educational paper, is not abreast of the times. Such an one may keep pace with other teachers so long as his normal school training is fresh in his memory, but it will not be long before he begins to retrograde, and the prominent places in the profession will not be for him. Look at the teachers in the back settlements. They are those who began by saying that "Institutes were of no benefit," and did not think it necessary to keep posted in progressive education. Such opinions may take with ignorant people, but these will continue to have their places of abode further and further from civilized centres.

I am sorry to notice in the proceedings of the Kings County Institute that it was deemed necessary to appoint a committee to criticize errors in speaking. I do not know how it is in Kings County, but in some other counties the great difficulty is to induce teachers to participate in discussions at all, especially the lady teachers. If their speeches were to be criticized, those who now feel at liberty to take part would be silenced, and one of the chief benefits of County Institutes destroyed. Teachers, as a general rule, do not have a very large experience in public speaking, and there is scarcely any person, however practised in this respect, who will not be guilty of lapses. Speeches, if reported accurately, seldom read as well as they sound when delivered, and nervousness and self-consciousness often cause persons of the best education to make mistakes in public speaking that would cause them much surprise and chagrin if attention were drawn to them.

Surely such notice, if announced, would add to this feeling, and prevent much valuable experience being given. Let us, by all means, add to the inducements to teachers to join freely in discussions, and not impose, in addition to other disabilities, those of profitless criticism. Criticize method as much as may seem desirable, but do not criticize the matter of addresses.

It was my privilege to be present at the United Institute held in St. Stephen recently, and certainly the addresses given there by all the speakers were an inspiration.

Some Questions on Macaulay's Addison.

1. Make a list of Addison's works mentioned in the essay.
2. Name all other literary works that one would need to be familiar with in order thoroughly to understand and appreciate all the points in the essay.
3. Mention the chief events of English history during Addison's life, especially those connected with Addison's works; and name the statesmen and others chiefly associated with each of them.
4. Point out anything in the essay that shows Macaulay to have been interested in anything outside of literature, history and politics.
5. Quote some passages of poetry which Macaulay assumes the readers of his essay to be familiar with.
6. Cite passages from the essay to show whether Macaulay was (a) a Whig or a Tory, (b) a married man or a bachelor, (c) a Cantab or an Oxonian.
7. "The advantage which in rhetoric and poetry, the particular has over the general." In what connection does this occur? Quote half-a-dozen passages from the essay which exemplify this advantage.
8. Mention any other points in Macaulay's criticism of Addison that might be applied to Macaulay himself.
9. Quote half-a-dozen or so of passages that seem to you particularly characteristic of Macaulay's style. Comment on the style.
10. Name six of Addison's chief literary contemporaries. What were his relations with them? How does Macaulay account for these relations?
11. "Macaulay is always unjust to Pope." Discuss this.
12. From what Macaulay says about Addison's wit and humour, what do you take to be the difference between these things?
13. What opinions expressed in the essay do you dissent from? Select one and discuss it, imitating Macaulay's style of discussion as closely as you can.
14. Give a word-for-word translation of the non-English passages in the essay.
15. What literary use does Macaulay make of "mending a kettle?"
16. "But the just harmony of qualities," etc. Which of Shakespeare's characters did this sentence remind you of? Quote what their friends say of them?
17. "France has no Somersets," etc. What does this mean? Between what dates was it true of France? What sort of men rule France now?
18. "Are there not * * * in Waverley, in Marmion, Scotticisms at which a London apprentice would laugh?" What Scotticisms do you think Macaulay refers to? What point is he trying to make when he asks this question?
19. What are: (a) a toast, (b) a barring-out, (c) purity of style, (d) an easy flow of numbers, (e) the heroic couplet, etc., etc., etc. (Continue the list for yourself *ad lib.*)
20. Grade XII. students in Nova Scotia may read either (a) Macaulay's Essays on Addison and on Johnson, or (b) Ben Hur. Discuss this.

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