

foreign tongue. For various reasons, which I cannot now give at length, I am decidedly opposed to what I may call the rapid-impressionist school. I agree entirely with Mr. Prendergast, that, as a rule, we make far too great demands on the memory of beginners. At this point in preparing my lecture, I took down from my shelf Mr. Prendergast's very valuable work "The Mastery of Languages" (a work which should be read, as I think, by all teachers), and opening it at random, I at once lighted on the following sentence: "Let it be clearly understood that the most fatal of all errors is the overloading of the memory." (p. 25.) I hold that this sentence pronounces the condemnation of at least nineteen out of every twenty books written for beginners in a foreign language. Let us hear the opinion of a man whom we have most of us read, and whose authority we all respect. Professor D'Arcy Thompson. "My own experience," he says, "in the tuition of elementary pupils, has taught me that, for a considerable time, a teacher should be content with a very small vocabulary, but that he should task to the utmost his own patience and ingenuity in presenting that limited stock of vocables to the minds of his charges, under, if possible, all the conceivable forms and phases of a kaleidoscopic diversity. In the shop windows of Dublin I have seen exhibited a little book, which on its title-page undertakes to teach young housekeepers one hundred different ways whereby to cook an apple. In this volume I have adduced a sentence of nine words, which is capable of 579 perfectly grammatical and idiomatically permissible transmutations." ("Scala Nova," Preface.)

Hear, too, M. Marcel, who, oddly enough, is a rapid impressionist,— "The introduction of new words is not so favourable to progress as the reiterated use of those already known. What is required for the exchange of thought is not so much the names of things as the power of affirming, denying, and questioning about them. The vocabulary of young children is very limited, and yet how readily and fluently they speak!..... Half the knowledge, with twice the power of applying it is better than twice the knowledge with half the power of application." (Marcel's "Study of Languages," New York, p. 117.)

But perhaps it will be said, the memory is not overburdened on the rapid plan, because not everything is remembered, but only the most important things, which recur the most frequently. But, as I believe, the learner gets bewildered by large quantities of the language, and never feeling quite certain about anything, he, at the end of the book, cannot be said to *know* anything. Unless he knows more about the words than their equivalent English, he must make all sorts of blunders. He will confound together words which are accidentally similar, and not see connections which really exist. Who would suppose, *e. g.*, that *itineris* was connected with *iter*, and that *itur* was not connected with it? And when the mind, after a Hamiltonian course, tries to reproduce its impressions of the language, it finds itself full of half impressions and wrong impressions, and much that it has learnt is worse than useless to it. *Me magistro*, nobody shall learn on Hamilton's method, or anything like it. To use a metaphor of Mr. Prendergast's, I want my pupils to have a disciplined regiment of words, not a mere rabble however numerous.

So here I seem driven into the arms of those who recommend Mastery from the very first; indeed, the grammarians may put in a plea, that the grammar is the manual of drill, and that, if we want to officer our words properly, we ought to study the manual.

(To be continued.)

## Physical Education.

BY G. B. EMERSON, LL. D.

The most important and the most neglected part of education is the training, from birth, of all the senses and faculties of the body. To be perfect, it must be begun at the very earliest stage of infancy, and continued till every sense and every bodily power shall have reached maturity. There can be little doubt that a man so educated, with all the senses and other bodily faculties brought into full, natural, and healthy action, and with only the commonest school instruction, would be more likely to live a happy, useful, and distinguished life, than the same man with all the discipline that the best academies and colleges could give, without this complete education of the bodily faculties.

This perfect physical education must be begun with the beginning of the child's life; and, if any mother, or noble woman who hopes to become a mother, resolves, on reading this,—and I have such entire confidence in the nobleness of woman's nature that I have no doubt that many will resolve,—to give this perfect education to her child, I would refer her to the best book that has ever appeared upon the subject of physiology and health, (1) in which she will find everything that she wishes to know. But she will find that it requires and deserves the most careful study. Let her read it thoughtfully, but not waste time upon the question.

The most precious thing that was ever committed to the care of a mortal, a new-born infant, is laid in the mother's arms, the most delicate, the frailest, the most dependent of all things. The heaven-given intelligence is in embryo; all the senses which are to be trained to be ministers of this intelligence, the senses of sight, feeling, hearing, smelling, and taste, are to be carefully watched, protected from harm, and gradually directed to their proper object. Every part of the infant body is imperfect. The bones are not hard; those of the head do not protect the head, but are themselves to be carefully protected, till they touch each other and unite, so as at last to protect the brain. The eye, destined to connect the individual with almost all else in creation, and to give knowledge of all things external, must be watchfully cared for. The head should never be so laid that the sunshine, or the full light of day, or of a lamp, can directly fall upon it. The chamber should be kept partially lighted. All movements about it should be gentle.

When the child gets on far enough to creep, and to get at and handle everything it can reach, it should be allowed to do so. It is learning the use of its fingers, what things are hard and what soft, what smooth and what rough. It will soon learn what are heavy and what light; what are flexible and what stiff; that is, it will learn the qualities of things. Every movement and every touch is recognized by the brain, and is thus educating the brain. A child should not, unnecessarily, be interrupted or disturbed in its investigation, at the very moment when he is much interested in them as its aunt is in the last novel, or its brother in Higginson's America, or its father in his volume of history. No child can be led prematurely to walk, without the risk of weakening or crooking its legs. Let it alone; it will walk when it is ready.

When a boy is stout enough to be abroad, especially if he have the privilege of living in the country, let him go abroad and play in the grass and in the dirt and among the stones. All these are things which he must learn about, and he is in haste to pursue his education.

(1) *Physiology and Hygiene*. By J. C. Dalton, M. D. Published by Harper & Brothers. For a specimen of this teaching, look at the article headed "Exercise," following this article.