

Apropos of old editions of Lily, one would like to have seen that copy of the book which Samuel Pepys speaks of in his diary the 9th of March 1665. In his memorandum of that day he mentions a visit paid by him to Mr. Crumlum, as he phonetically writes, meaning Mr. Cromleholme,

his former master at St. Paul's School in London. "Among other discourse," he says "we fell to the old discourse of Paul's Schoole, and he did, on my declaring my value of it, give me one of Lily's Grammars of a very old impression, as it was in the Catholike times, which I shall much set by."

(To be continued.)

CAMBRIDGE LECTURES ON TEACHING.*

I.—EXAMINING.

OUR first notion was to deal with this volume in the ordinary manner of a review, but upon reading it over we found so much that was superior to the ordinary disquisitions appearing in books of this class, that we deemed it only just to the writer in dealing with the work, to put before our readers some of his ideas in his own words upon one at least of the specific subjects which the author discusses in these Cambridge Lectures. In a recent number of the MONTHLY we had occasion to notice a little tract of the author's on the "Art of Securing Attention," and the favourable opinion we then expressed is more than justified by the work before us. Nothing approaching it in value has appeared since Professor Bain's volume on "Education as a Science," and it is far ahead of that book in its practical bearing on the work of the school room. If we have any fault to find with the work, it is that the style is somewhat loose, and the arrangement of the matter is not always logical. But our readers can best judge

for themselves by having some of the contents placed before them, and we therefore extract for them the substance of one of the most important lectures—that on "Examining."

The art of putting questions is one of the first and most necessary things to be acquired by the teacher. To know how to put a good question is to have gone a long way on the road to becoming a skilful and efficient instructor. The objects in view in putting questions to a child whom we are instructing are:—

1. To find out what he knows, so as to prepare him for some further instruction.
2. To discover his misconceptions and difficulties.
3. To secure the activity of his mind and his co-operation while you are in the act of teaching him.
4. To test the result and outcome of what you have taught,

So that interrogation is not only a means of discovering what is known, it is itself a prime instrument in imparting knowledge. Hence the first object of questioning is to conduct the learner to the boundaries of his previous knowledge, and thus to put his mind into the right attitude to learn something new. The one per-

* "Lectures on Teaching, delivered before the University of Cambridge, 1880," by J. G. Fitch, M.A., Assistant Commissioner to the late Endowed Schools Commission, and one of Her Majesty's Inspectors of Schools. Cambridge: Deighton, Bell & Co.; New York: Macmillan & Co.; and Toronto: Willing & Williamson.