

tem of hieroglyphic phonetics" does not meet with the approbation of your critic. It is sad to find in these days any person of liberal education, even though he be not a modern language expert, who appears to be ignorant of the purpose and application of a phonetic transcription in teaching pronunciation. He appears to be unaware that what he calls "hieroglyphics," and what is perchance such to him, is the system adopted by progressive modern language teachers the world over, and that there is practical unanimity among them as to its usefulness. Moreover, in the improvements introduced by the German, French, and English modern language reformers, such a system has from the first been recognized as fundamental. It is truly lamentable that one professing to criticize modern language methods should be found laboring under the delusion that French and English sounds are sufficiently identical to enable the teacher to inculcate the one by simple reference to the other without more ado.

Your critic's opinion as to the superiority of the elementary French books of Great Britain and the United States is emphatically expressed. One might reasonably infer from his comparisons that the High School French Grammar would have but little chance of approbation or adoption in either of these countries, and it will doubtless surprise him to learn that, since the publication of the book here, two

of the leading publishing houses of the United States have applied for permission to re-publish it.

I feel obliged to refer, in conclusion, to a somewhat personal matter. To enforce his condemnation of the French book, and to afford a plausible excuse for the shortcomings of the authors, your critic remarks: "The editors (*sic*) have not been accustomed to dealing with young pupils, evidently, or they would have avoided this mistake." I am sorry to take away any comfort which he may have derived from this theory, but in justice to myself I must state that it is incorrect. My experience in teaching elementary pupils extended over almost ten years, six of which were spent in teaching all grades of French in Upper Canada College, where the work was practically that of the High Schools. This is, I think, a sufficiently long experience to enable me to have some knowledge of the capacity and needs of young pupils. Professor Squair also served an apprenticeship of several years in elementary teaching, so that this argument, such as it is, may be considered as exploded.

I may add that my colleague in the authorship of the French Grammar, Professor Squair, who is equally responsible with me for the plan and execution of the work, approves of what I have here written by way of reply, and regrets with myself the misrepresentations which I have felt it my duty to correct.

Take time to breathe a morning prayer, asking God to use you for His glory during the day. Take time to read a few verses from God's Word each day.

Take time to be pleasant. A

bright smile and a pleasant word fall like sunbeams upon the hearts of those around us.

Take time to be thoughtful about the aged. Respect grey hairs, even if they crown the head of a beggar.