

4. Show the difference between a horizontal abstract curve, and a perpendicular curve.
5. What is requisite to draw an object correctly?
6. What do light and shadow give to an object?
7. Define light and shade. Illustrate the same by a design.
8. Draw a cone, base being above the line of sight.
9. How does colour effect light and shade?
10. Explain and illustrate what is meant by reflex of light.

### VOYABLE TEACHING.

No reform in our school-life has been more fruitful of good results than the change from "hearing lessons" to genuine oral instruction. But every forward movement in education is dogged by a group of caricatures, exaggerations, and imitations, which threaten to overwhelm it, and often do postpone its true influence. Among these caricatures of oral instruction none is more mischievous than the habit of inordinate talking by the teacher, who confounds it with an interminable pouring forth of useful information by word of mouth.

We call this the most dangerous abuse, because the most common. An untrained teacher is not easily routed from the notion that instruction consists in pouring the contents of a book into the mind of a child. If forbidden this use of the book, a teacher of this description naturally falls back upon the next position, which is to fill her own mind with the contents of the volume, and and retail it in speech for the benefit of her class. Of course this is not oral teaching in any fair sense of the term. It is rather the worst form of book-teaching. It is to be supposed that the author of a good text-book will condense, arrange, and study a suitable method of presenting the matter he desires to impart. But an untrained teacher will surely not improve on this presentation, but will so dilute her author's statement in her dispensation as to rob it of its chief value and increase the difficulty of the scholar. Lowell, in his *Fable for Critics*, happily touched the

essential weakness of the "sacred poetry" of N. P. Willis when he characterized it as "*inspiration and water*." A great deal of the sort of teaching of which we write may be classified as information and twaddle,—the hazy, inconsequential, sometimes ungrammatical, flood of words that inundates the weary class, as effectually drowning the information imparted as a gallon of tepid water will strangle the most fragrant cup of tea.

This disease was well hit off by an afflicted little boy who came to his mother at the close of the first day of school with the plaint,—"*O mother, I am tired to death; the new teacher talks so much with her mouth*." Just that,—the interminable gabble that comes from no deeper place than the mouth or the shallows of a vacant mind, flooded with gossip and words,—is the curse of thousands of school-rooms. Perhaps this last stage of false teaching is worse than the first. It is possible that a child, by dint of storing the memory with the well-selected periods of a good text-book, may some time awake to a realizing sense of their contents and find himself possessed of valuable information. But we doubt if even the elastic mind of childhood is capable of wrestling with the flood of talk with which the devoted class is often deluged, with about the same probability of appropriating any valuable knowledge as a hungry boy compelled to receive his nourishment in the shape of liquid refreshment poured upon his head and trickling down his face.

We sat one day through a lesson in American History, given by a charming lady to a class of fifteen-years-old girls. The teacher was a perfect "flowing well" of historic lore; enthusiastic in her appreciation of the period with which she was dealing; inspired with a genuine desire to wake up a love for historical studies in her pupils, and fill them with patriotic zeal and pride in their American citizenship. But, alas for the poor children; the ruling passion for mellifluous and brilliant talk was the one ruling passion of the dear lady-teacher, which dwarfed even her love of her native land. So the inspiring topic became only the occa-