

to read a selection from their reader, a chapter from their history, an article from a magazine, and let them then be examined as to their ability to tell what they have been reading and they will feel convicted and humiliated by their failure. Experience will show that this exercise, if followed up, will soon work wonderful results; not so encouraging because of ability to remember the contents of the special passage read, as because of the unconscious formation of a habit of reading everything thoughtfully, even if—as is often the case—the reading must be hasty. It may be said that this is not school-work and that if it were it could not, for lack of time and facilities, be accomplished in the ordinary school. To neither of these opinions can I assent. The thing *has* been tried more or less successfully in the ordinary school, and it is a truism that the more valuable any work is educationally the better is its right to a place on our school programme. It is most natural—because most easy—for a teacher to impart knowledge and not develop power. It is shorter to tell a pupil a fact than to train him to find out facts for himself. But it is better to be *fact-less* and *powerful* than *powerless* and *fact-full*. It is surely more our business to put the pupil in a position to get at the thought of a book, to remember it, and to express it either by writing or by speech, than to tell him what is in the book or in a hundred books. And I have never found anything so useful in developing the almost incompatible things, speed and accuracy, as this putting the pupil and the book in close contact in this way. To be able to decide speedily whether a book is worthy of being read, and, if so, how and to what extent it should be read, is an accomplishment as great as any that can be gained from the usual High School course.

Once more: I am inclined to think that we make too slavish a use of the text book on *English Grammar*. My own experience leads me more and more to use the *Grammar* text as a work of reference, and that principally in the senior classes. After some years of "English" teaching, consisting to a great extent in assigning a certain amount of reading in the "Grammar" and then questioning and cross-examining the class to find out whether they had studied their lesson, and after frequent disappointment at the end of each term, at the unaccountable failure of the students to show that they understood what we had been reading, I resolved to shut up the text book and to deal with the subject in my own way, merely using the text book to illustrate the various topics as they arose. Results since then have been much better. Why, I cannot tell (for the text book principally used in our Canadian schools is certainly well ordered) unless, indeed, the reason be that when the text book is used as a lesson-book the teacher and his class unconsciously come to look upon its mastery as the end, the final thing in their study, instead of being what it should be—a help to the correct understanding of our language.

Further, in connection with *English Grammar* I am of the opinion that we shall do more valuable educational work if we come straight out into the land of liberty

in dealing with the *Grammar* of our language. Is it not possible—*naï*, is it not usual—for our High School pupils to leave school without any adequate or correct notion of the processes by which words change their meanings and functions. To me—and I had good teachers and Fowler's and Mason's *Grammars*—it was a revelation to read Earle's *Philology*. Here was *Grammar* indeed—something I had not thought of and yet that I could see was connected in a very genuine way with the science of language. The formalities of traditional *Grammar*, either became spiritual things or lost their right to exist. It would, it seems to me, be a good thing for some skilful hand to write a *grammar* for high school use, following out to its full extent the principle enunciated by Earle and combining it with a dissertation on the English sentence after the manner of Wrightson in his "Functional Elements of the English Sentence." Perhaps some of the gentlemen present will undertake it.

Lastly: We should test our progress by written exercises. I have, this last year, in some of my classes, insisted on a daily written exercise, and I have been much pleased with the results. It tends to accuracy and thoroughness, besides affording the teacher a means of testing his class work. In few subjects is it as possible for an inaccurate, careless boy to think he is doing good work as in English. In addition, therefore, to the utmost vigilance in hearing the ordinary recitation, there should be a requirement that every day the pupil put down in black and white a definite answer for severe criticism by the teacher. Whatever we do let us be sure to get at things and not at words. We have made progress in this direction, but there is still a vast amount of confusion and uncertainty in our classes concerning matters that the students think are well ordered and well understood.

Educational Thought.

"THE style of a writer is almost always the faithful representation of his mind; therefore, if any one wishes to write a clear style, let him begin by making his thoughts clear; and if any would write a noble style, let him first possess a noble soul."—*Goethe*.

It is easy for teachers to mistake excitement for enthusiasm. Haste to try all the new schemes which are praised by others will not take the place of genuine love for one's work and painstaking effort to achieve the best possible results which material and circumstances will allow. Real enthusiasm means unceasing, conscientious, unselfish devotion to one's profession, than which none can be more inspiring.—*The Student*.

THE teacher has more encouragements than are found in most walks of life. They may surely have great and pure gratification when they see this pupil and that pupil growing like the plant in knowledge and in all that is good. There will be fathers and mothers showing deep gratitude for the care taken of their children. In all cases the fruit of a faithful teacher will remain

and go down to the generation following.—*Dr. McCook*.

"TO arouse, animate, awaken and strengthen man's joy in and power for working continually on his own education, had been and remained the fundamental necessity of my educational work. All my efforts and methods as a teacher, are directed towards the awakening and fostering of this joy and strength, of this personality by which the human being first truly sets himself to work as a man—*Fredrich Fröbel*.

BUILD the child's education up from a physical foundation. Bodily habits that are healthful and pure, mean more to the republic's future than intellectual acumen or acquirements. The man wonderful lives in a house beautiful, but science teaches, even as the Bible does, that "whoso defileth this temple him shall God destroy, for the temple of God is holy, which temple ye are." The child should learn that this destruction is not wrought in vengeance, but as the inevitable sequel of violating natural laws so beneficent that obedience to them would insure a happy life.—*Miss Willard*.

THE greatest of all Teachers once said, in describing His own mission, "I am come that they might have life, and that they might have it more abundantly." And may we not without irreverence say that this is, in a humble and far off way, the aim of every true teacher in the world? He wants to help his pupil to *live* a fuller, a richer, a more interesting, and a more useful life. He wants so to train the scholar that no one of his intellectual or moral resources shall be wasted.

That mind and soul according well,
May make one music.

No meaner ideal than this ought to satisfy even the humblest who enters the teacher's profession.—*Fitch*.

TEACHING has always been a worthy profession. It has not always commanded the highest talent, and does not pay for the most brilliant intellects, but it has a tendency to make good men and to develop good work. In the future it is to tempt higher talent and develop greater brilliancy. It will develop better thought by higher inspirations. No patriot has more to stimulate him to high endeavor, no philanthropist has a loftier ideal, no man has a more exalted privilege or more sacred mission than the teacher. Teaching is no longer the mere instruction in facts and processes. The teacher will be held responsible for awakening the germinant mind, for stimulating its powers and directing its forces. He is to be emancipated from much of the fruitless routine, and from the worthless worry that has characterized too much of the work of the past.—*Journal of Education*.

It is better to do one's best in a contest, than merely to do the best that is done in that contest. One may do his best and come out next best in a competition, while he who comes out best may have done less than his best. But in view of the great Judge, only he has done best who has done his best.—*Sunday-School Times*.