

should be a statement in concise form of knowledge already acquired, or of thoughts already in the mind.

When we take up the subject of grammar, we find that an immense quantity of indigestible stuff is attempted to be stowed away in children's brains, without any reasonable prospect of its ever proving of practical use. Scholars are carried through all the intricacies of parsing and analysis, and yet are not taught to write or speak in grammatical English. They are burdened with definitions, to many of which they can attach no idea, while little effort is made to assist them in the power of expressing their thoughts correctly in words—yet "grammar is the art of speaking and writing the English language correctly." That the number of teachers is decreasing who are content with this kind of cramming we are assured; and the sooner they disappear the better will it be for the country. Already there are healthful signs of a movement to give more attention to English subjects in our course, and we have no doubt the unmistakable deliverance on this subject, of the President of the Ontario Teachers' Association at the late Convention, will help it forward. When increased attention is directed to the study of grammar, we have no doubt a more rational method of teaching it will be adopted, and one leading to really practical results. A limit table drawn up by a head-master of the Public Schools in one of our most thriving towns has lately come under our notice, and a few extracts from it will prove that cramming is not confined to subordinate teachers. For children in the Second Book, the grammar is to comprise, I.—The first idea of a sentence; II.—A knowledge of the various kinds of sentences, such as declarative, interrogative, optative, imperative, and exclamatory sentences; III.—Use of words in a sentence, and their classification into parts of speech. Now, surely the gentleman who laid down this scheme had no serious thought of the tender intellect of Second-book scholars to expect their brains to be muddled with distinctions of the various kinds of sentences; and what conception can he have of the

growth of the mind, to expect them to be able to form distinct ideas as to the properties of a conjunction, or of a preposition in the classification into parts of speech. His position as a teacher in the Province justifies us in saying that he should know that the power of comparing judgments of the mind, which the use of these two parts of speech implies, is very weak in children below ten or twelve years of age. But the acme of cramming is reached in the limit for drawing. A certain number of definitions in drawing are to be recited by pupils before leaving the Second Book, and those include, a point, a straight line, a waved line, and fourteen other kinds of lines; four definitions of surfaces, four of angles, and nine of triangles, including one of similar triangles. Now, supposing all these definitions have been accurately learnt, how much knowledge of the various things defined, has the child gained? Has it gained any? Is it in the nature of things that children in the Second Book can form distinct conceptions of what they learn by rote, especially when it is beyond their capacity?

We had intended to touch upon the cramming that pupils are liable to in some of the other subjects, but we have said enough to direct the serious attention of our readers to the evil. We trust it will prove to be seed sown on good ground. So long as it prevails, the time of pupils in school is to a considerable extent wasted; and this in itself is a serious evil, when we consider the exacting demands of our modern life upon the intellect.

EXAMINATION QUESTIONS, HAMILTON MODEL SCHOOL.

The following are the questions set for the professional examination at Hamilton Model School, forwarded to us by Mr. J. H. Smith, Public School Inspector of Wentworth.

Education—Time, Two hours.

I.—What is meant by "synthesis" and "analysis," as applied to methods of teaching? Illustrate your answer (1) by an exam-