

in some schools.

What has been said of Euclid applies also to many other subjects, the method of instruction is bad. We can call to mind a school that has a large attendance, where the young are supposed to be well and intelligently instructed. In Arithmetic this is done by setting them sums in the four elementary rules but without showing them methodically the manner and nature of the various combinations, and how they may be most easily remembered and used. Mark the intelligent work at which the little ones are engaged hour after hour! Stimulated by a hint from a fellow pupil, the child when attempting to add 4 and 6, makes upon the slate four ones, 1 1 1 1, and six ones 1 1 1 1 1, which it adds together. It proceeds in a similar manner with subtraction, multiplication, and division. The principles and rules of arithmetic being neither philosophically deduced, nor explained, the acquisition of others is almost impossible, or only the result of much wasted time. After weeks of such useless drudgery, what has the pupil acquired that it might not have obtained for itself?—little except perhaps the beginning of a deformed spine, the result of sitting hour after hour on high benches without backs, or faded cheeks from days of little more than wasted confinement. We will not state the teacher was guilty of teaching the child this old, but nevertheless remarkable method of working the four rules; we will not assert the teacher taught it anything of particular importance, in arithmetic, at least judging from the results that invariably follow such a course.

And if the beginning is bad, so will the whole course necessarily be. Whoever is incapable of teaching the first four rules of arithmetic, we may safely conclude is equally incapable of leading the child further. With such a class, the process of deduction, by which from certain fixed principles, by chains of proof, conclusions are deduced, is considered too tedious,

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and everything is done by rule. Day after day comes "rule upon rule," week after week, and month after month, comes the invariable rule after rule; and when the various chances have been rung on vulgar, decimal and denominate fractions, the young head has been distressed by the vain endeavor to learn and retain about *thirty* rules. In course of time, the youth may with a reference book before him, be able to do ordinary work; but we claim that even this amount of progress will be due rather to his own ability than to any material aid received from the teacher.

The poor results now obtained in many schools is owing in a great measure to the want of a reasonable method,—one that would be exactly the reverse of the prevailing one. Instead of attempting to inject into the mind a large amount of what will only tend to confusion, let the true meaning of the word, education be followed, and every skillful effort be made to draw out from the mind. What we want are *educated* men, not merely men of *knowledge*. Of what avail will it be amid the duties that fall to man, to have a mind stored with the spelling of unusual words, long lists of dates of kings' births and deaths, wars and inventions, or the multitude of things that are frequently learned in reference to mountains, rivers, and lakes? These facts may be acquired when necessary, every



library contains works to which reference may be made by an ordinary reader; but a trained, disciplined mind is the result of years of systematic labour, and in acquiring it, time and labour are well spent,

The powers of the mind are all within itself; they may be weak because they are dormant, but as with the good seed in the ground the vitality is there. The mind has all the necessary resources in itself, all it requires is development. It expands by being *drawn out*, and, though it seems paradoxical, the more it is drawn out the stronger it becomes, and capable of greater production. The faculties of retention, perception, association, imagination, and many others are these, and by being used, they increase in activity and power. Under inadequate treatment, *some* only of them are set in operation, but by a complete system of training they may all be developed. Then the mind is prepared to apply to its own use the wisdom of others, and to reach out into the great region of discovery and invention whether in philosophy or political economy, law or medicine, language, agriculture or commerce.