

self through personal experience, is therefore interdicted from doing any thing to contravene the learner's own method—from needless telling, cramming, explaining, and even from correcting, merely on his own authority, the learner's blunders. The function assigned him by the principles of education is that of a stimulator, director, and superintendent of the learner's work, and to that office he is to confine himself.

4. But the limit in question determines also the character of the matter on which the learner's own powers are to be first exercised. If he is to teach himself, he can only do so by exercising his mind on concrete objects, or actions—on facts. These furnish him with ideas. He cannot teach himself by abstractions, rules, and definitions, packed up for him in words by others; for these do not furnish him with ideas of his own. In all that he has to learn he must begin with facts—that is, with personal experience. It is clear, then, that the conception of the learner as a self-teacher determines both the manner and the means of teaching.

5. This notion of the Art of Teaching, which has specially in view the period of the child's life when the formal teacher first takes him in hand, in order to develop and train his mind, is capable of general application. It applies, therefore, with the requisite modifications, to instruction properly so called, which consists in the orderly and systematic building of knowledge into the mind, with a definite object.

6. The sum of what is here set forth is, that the Art of Education consists in the practical application of principles gained by studying the nature of the child and the natural means and processes by which his earliest education is carried on; the central principle, which governs all the rest, being that it is *what the child does for and by himself that educates him*.

PROVINCIAL NORMAL SCHOOL.

Fredericton, March 10th, 1877.

DEAR SIR,—I have used for the last twelve months in my classes in Geometry Wornell's Text-Book in place of Chambers' Euclid, which was the Text-Book for many years. I have found Wornell's preliminary illustrations and exercises of great service in giving correct conceptions of geometrical truths and in enabling the student to comprehend clearly the logical demonstrations of the resulting propositions, and to appreciate their value. Many of the students who possessed a knowledge of Euclid seemed for some time to undervalue the preliminary exercises, until they found them the means of removing many

erroneous conceptions which all teachers of Geometry know pupils are so liable to form from the very mode in which the subject has until recently been presented. I have sometimes as an experiment required the students to prepare the demonstrations of the propositions before carefully going through the preliminary processes, and have almost invariably found misapprehension and lack of real interest.

I regret that I had not an opportunity to-day, at our review exercises, of illustrating to the visitors the mode pursued in the Institution in dealing with this subject.

I cordially endorse every sentiment contained in Dr. Harrison's letter to you as published in your last Annual Report, and I may be allowed to add that if Geometry is taught according to the principles laid down in the prescribed Text-Book, I hold it an impossibility for a pupil to find the study dry or repulsive.

I am, dear Sir, yours truly,

WM. CROCKET, *Principal*.

Theodore H. Rand, Esq., D. C. L.,
Chief Supt. Education.

AN ANGLE is the difference in direction of two lines which meet, or only tend towards each other. It is not essential, that the lines actually meet in order to form an angle. An angle is not strictly speaking a corner; it is not the space between the two lines: *it is the difference in their direction*. The size of an angle, therefore, does not depend at all upon the length of the lines forming it. Nor does the name of an angle depend at all upon the position of the lines. Though it is not mathematically correct, yet it is popular usage, to apply the name "angle" to the vertex, or point where the two lines meet. For convenience, we shall frequently use the word in this way. But see that the pupil understands the strictly scientific usages also: otherwise he will not get a clear comprehension of some things.—*Intermediate Manual of Drawing by Professor Walter Smith.*

A BOY FIFTEEN years old had been flogged and harshly treated at home and at school until he had lost his self-respect, and became utterly reckless of his character. So bad, indeed, was he, that the trustees in his native district had caused his expulsion from the public school. His father, almost in despair, requested a teacher in the neighboring district, who was known for his great success in managing the worst boys, to try his son. On entering the school, the teacher lent him an interesting book, telling him he might read it the first day, and not commence to study until he had become acquainted with the place. That night he told the boy he thought him capable of becoming one of the best scholars in