

"We are making such preparations for the meeting of our Association at Philadelphia, July 29 to 31 inclusive, as we think will insure a great meeting. We should be glad to have you and the other Canadian educators, and the people of Philadelphia will extend a most hearty welcome to such as may be prevailed on to cross the border."

I trust that our County Associations will be able to send some delegates. The meetings of the Association which I have attended have been most interesting and instructive.

Believe me, very sincerely yours,
J. GEORGE HODGINS.

EDUCATIONAL PROGRESS IN JAPAN.

To the Editor of the Canada School Journal.

SIR,—The other day I received the following letter from the Hon. Jushii TANAKA-FUJIMAKO, Vice-Minister of Education in Japan (who visited Toronto in 1876), accompanied by the two volumes to which he refers, together with the last published report of the Minister of Education for the Empire. The letter is dated Mono Cusho, Tokio, Nippon, 15th March, 1879:

"During my sojourn in the United States in the year of the Centennial Exhibition I had gathered the school laws of the several States at different places. Since my return they were translated into the Japanese and recently published in two volumes, under the name of the American School Law, and distributed throughout the country.

"I have now the honor to send you these books, with my best compliments, and if you will accept them it will give me great pleasure."

From the report we gather the following interesting facts:

The number of elementary schools in the seven grand school divisions of the Empire is 24,947, including 1,460 private schools. The number of teachers is 52,262, or more than two on an average to each school. Of these teachers 49,294 were males and only 983 females. This fact indicates how great is still the social inferiority of women in the Empire. The number of pupils is 2,067,801—1,493,588 male and only 501,887 female, and this further indicates the low social status of women in Japan. The average proportion of girls is vastly greater in the private schools (many of them being foreign missionary schools, which would account for the difference). In these schools there are 47,258 boys and 25,073 girls. The average number of pupils in each elementary school is 82, and of teachers 2.09, being less than 40 pupils to each teacher, which is about the true standard of average for each teacher in our public schools.

Much yet remains to be done to diffuse the benefits of popular education in Japan. For of the school population of the empire (5,160,918) not one half (2,067,801) are enrolled as pupils.

In regard to the progress of female education in Japan it is gratifying to observe that during the year cited the increase of female pupils reached 18 per cent., while the increase of the male pupils was but 9 per cent.

For the training of teachers Japan has made thus far satisfactory provision. There are 102 Elementary Normal (equivalent to our County Model) schools. There are two normal colleges and four female normal schools, which is a very hopeful sign. The Japanese Minister of Education evidently favors this idea, for he says:

"The education of children should be so conducted as to develop grace and gentleness in their manners and deportment. If they are brought up under the gentler natural qualities of female teachers a much better result may be expected to be attained than if trained entirely by men. *It may safely be said, therefore, that as the number of females being educated is increased, so the future happiness of the people will be promoted.*" This testimony in favor of female teachers from an eastern source of great antiquity is exceedingly valuable and interesting.

Amongst the educational institutions of some national importance which are mentioned in the report, I may name the 92 "foreign language schools," devoted to the instruction of pupils in various European languages. Of these 87 are for instruction in the English language, and 5 for instruction in French, German, Russian and Chinese. There is also a college for special science. There are 21 students in foreign countries under the control of the Education Department. Some are in England, France and Germany, and the remainder in the U. S.

Provision has also been made for the inspection of the schools, and for the regulation of text-books. Of the latter 60 are pub-

lished by the Education Department, 25 by other Departments of the Government, and 77 are private editions; total, 162 in the various branches.

The Minister lays considerable stress on the importance of establishing local libraries and museums, of which a few only exist. But these are regarded with considerable favor.

Your obedient servant,
J. GEORGE HODGINS.

"AS" AND "THAN."

To the Editor of the Canada School Journal.

SIR,—In looking over the February number of your valuable publication I chanced to notice the answers to inquiries of "Subscriber" (from Pembroke, I think), and was pleased that you advocated the use of Mason's Grammar in preference to all others. Judging from this that you wish to lay before your readers Mason's rules—and Mason's only—I thought I would speak of the sentence given by you in explanation of the uses of "as," which is not exactly in accordance with Mason. The sentence given by you, as complete, is: "He did it as well as I could do it." Now, according to Mason, it is not complete. It should be: "He did it as well as I could do it (well)"; and, in reality, it could not be otherwise, for if we ask what the predicate in the dependent clause is, the answer is, doing it well; and, moreover, not *doing it well* simply, but doing it well in a certain degree, which is denoted by the relative adverb "as," which modifies "well" (understand) in the dependent clause, just as the demonstrative adverb "as" modifies "well" in the main clause. From this it is plain that the first "as" is demonstrative and modifies "well" in the main clause. The clause "as I could do it (well)" also modifies "well," and is co-ordinate with "as." The second "as" is relative and modifies "well" (understood) in the dependent clause. (Mason, 422.) For uses of "as" I would refer "Subscriber" to Mason, 264 note, 290, 584, 551, 552, 554, 555, 558, 561, 572, 167. "Subscriber" also asks an opinion on "than," asking, if Mason does not say it is "simple or conjunctive." I am not aware of Mason calling "than" simple in any form. He says it is a connective adverb. With a little modification in meaning we can make your sentence: "He did it better than I could do it," or, in full, "He did it better than I could do it (well)." The sentence beginning with "than" is in the adverbial relation to the predicate in the main clause, and "than" is in the adverbial relation to the predicate in the dependent clause (Mason, 422). The original and proper meaning of "than," according to Mason, was "when," which makes its meaning quite intelligible when kept in view. According to his explanation the meaning of this sentence would be, "When I could do it well, he could do it better." The "when" not referring so much to the time as to the circumstances of the case, Mason says: "It may be taken as a general rule that after the relative adverbs *as* and *than* we must supply a word of the same kind of meaning as the word qualified by the simple or demonstrative in the main clause"; also, in Anglo-Saxon we often find the word qualified by the relative expressed. See Mason, 548 note. For uses of "than," see Mason, 264 note, 549, 550, 553, 556, 559, 540, 567, &c.

Respectfully yours,
A PERTH HIGH SCHOOL BOY.

Perth, March 24, 1879.

THE "NEW ENGLAND JOURNAL OF EDUCATION" AND THE ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO.

To the Editor of the New England Journal of Education:

SIR,—The *New England Journal of Education* of the 23rd Jan., 1879, contains some remarks relative to Roman Catholic Separate Schools in Ontario, Canada, which admit of a slight revision, and, in one or two particulars, of a little modification.

The *Journal* says:—"Individual Roman Catholics in Ontario, whose consciences are very tender, have 'rights,' so called, but we deny that the Catholics of the Province, in their corporate capacity, have any special rights in Ontario that they do not possess in the Republic."

In reply to this, I beg leave to say that the Roman Catholic School Law is the same for all the Catholics in Ontario, whether their consciences are tender or not. They are secured in the right