

are as likely to get fat and strong as so many grist-mill hoppers, that swallow the grain without grinding the kernel. Such teachers forget that one, like Judah's sister "Feeble Mind" in Cooper's Novel, have a prodigious memory. Who has not known a fool who remembered everything he heard, and just as he heard it, who could run up and down the multiplication table like a cat upon a ladder, and rattle off rule after rule without missing a word; and that was all there was of it—he was a fool still! A good memory built upon a well-made intellectual structure is a noble blessing, but that same memory with nothing to match it, is like a barret without any house under it, a receptacle of odds and ends, that are worth less than those papers that losers of lost pocket-books are always advertising for, "of no value except to the owner."

Take English grammar under the man of groove. Learning to swim upon kitchen, buying a kit of tools and so setting up for carpenters, are all of a piece with his grammar. Hear them defining a preposition as "connecting words, and showing the relation between them," when not one pupil in a hundred ever finds out whether it is a blood relation or a relation by marriage. Hear them parse: John strikes Charles. 'John is a noun, masculine gender, third person, because it's spoken of, singular number, nominative case' 'strikes.' 'Strikes' is an irregular, active, transitive verb, strike, struck, stricken, indicative mood, present tense, third person singular, and 'grees with John. Verb must 'gree with its nominative case' in number and person. 'Charles' is a noun, masculine gender, singular number, third person, 'cause it's spoken of, objective case, and governed by 'strikes.' Active verbs govern the objective case—please, sir, S'mantha and Joe is a-makin' faces!" And all in the same breath! What ardor! What intellectual effort! What grooves! Meanwhile grammars mended, amended, and emended, multiply. There are four things anybody can do: Teach a school, drive a horse, edit a newspaper, and make a grammar. Meanwhile the same old high crimes and misdemeanors against the statutes are daily committed. This comes of grooves, and the lack of a professorship of common sense.

Take geography. The young lady fresh from school, who from a steamer's deck was shown an island, and who asked with sweet simplicity, "Is there *water* the other side of it?" had all the discovered islands from the Archipelago to Madagascar ranged in grooves and at her tongue's end. "Didn't you know?" said the father to the son who expressed great surprise at some simple fact, "didn't you know it?" "Oh, no," replied the little fellow; "I learned it a great while ago, but I never *knew* it before!"

Take arithmetic. Show a boy who has finished the book, and can give chapter and verse without winking, a pile of wood and tell him to measure it, and ten to one he is puzzled. And yet he can pile up wood in the book, and gives you the cords to a fraction, but then there isn't a stick of fuel to be measured, and that makes it easier, because he can sit in his groove, and keep a wood yard. "So you have completed arithmetic," said the late Professor Page, of the State Normal School, to a new-come candidate for an advanced position; "please tell me how much thirteen and a half pounds of pork will cost at 11½¢ a pound?" The price was chalked out in a minute. "Good," said the professor; "now tell me how much it would cost if the pork were half fat." The chalk lost its vivacity, the youth faced the blackboard doubtfully, and finally turning to the teacher with a face all spider-webbed with lines of perplexity, and with a little touch of contempt at the simplicity of the "sum," and, possibly of himself, he said, "It seems easy enough, but I don't know what to do with the *fat*!" That fellow was not a fool, but a groove-runner. A little condition was thrown in that he never saw in the book, and that groove of his had never been lubricated with fat oil.

—*Pennsylvania School Journal.*

SCIENCE OF EDUCATION—DEFINITIONS AND GENERAL PRINCIPLES.

Education is that perfecting of the individual which prepares him for practical usefulness.

2. That system of education is best which prepares the individual for the highest and the greatest usefulness.

3. Teaching is developing, instructing, and training mind.

4. Teaching is essential to education.

5. That method of teaching is best which best secures the chief object of education.

6. The mind can only be properly developed, instructed, and trained by the proper exercise of its powers and faculties.

7. In order to the proper exercise of the mental powers and faculties, suitable material must be furnished as subject matter for the exercise, and the mind must be properly directed in such exercise.

8. Since the pupil can only furnish a portion of the subject matter suitable for mental exercise, it is a part of the teacher's work to provide such material.

9. Since the pupil, comparatively undeveloped, uninstructed and untrained, cannot, unaided, so direct the exercise of his mind in using suitable material as to secure the most beneficial results, it is also a part of the teacher's duty to aid the pupil in securing such results.

10. The proper exercise of the mental powers and faculties upon suitable material will result in useful knowledge, development, and training.

11. That knowledge, development and training alone, is useful, which contributes to the perfection of universal being.

12. That culture, knowledge and training is most useful, which secures this object to the greatest extent.

13. The most useful culture, instruction and training, contribute most largely to the perfection of universal being by securing the highest individual perfection.

14. Hence it is the teacher's imperative duty to secure such culture, instruction and training to his pupils.

R. A. WATERBURY.

Notes and News.

ONTARIO.

Hon. Adam Crooks has returned from England.

Messrs. J. King, Berlin; S. Woods, Kingston; and A. F. Campbell, Toronto, have been elected members of the University Senate.

The half-time system has been introduced into the Galt schools, and seems to be both beneficial and popular.

A prize for blank verse, open to undergraduates of Albert College, presented by Mr. S. J. Bull, and competed for by six students, was won on Saturday last by M. J. McGill.

The London (Ont.) School Board recently passed the following resolution. That home studies are necessary within reasonable and proper limits; and if any irregularity exists in the apportionment of home studies in the various schools, that the Inspector be requested to correct the same, and to establish uniformity, as far as possible, in the schools of equal grades.

Peterborough School Board has appointed a committee to prepare a form of prayer for use in the schools of that town.

In *Reeves vs. the Colborne Board of Education*, the plaintiff was non-suited. The action was to recover \$460 on a contract for graining, fencing and constructing outbuilding, for the Colborne school house. The claim was resisted on the ground that the work was not properly done. The remarkable feature of the case was that the Chairman of the Board acted as foreman to Reeves, the contractor. Reeves took no part in the work himself.

Mr. Spotton, the able Head Master of Barrie Collegiate Inst., has recently had the honor conferred upon him of being appointed a fellow of the *Linnæan Society of Great Britain*.

At the Teachers' Convention, at Picton, the following resolutions relative to the superannuation of teachers, were adopted: 1st. That 25 years' service in the profession, or having reached the age of 50, should entitle a teacher to superannuation; 2nd. That the widows of all superannuated teachers should be entitled to no less than three-fourths of the yearly allowance granted to their husbands; 3rd. That no part of the yearly subscription to the funds should be repaid to teachers who retire from the profession before ten years' service; 4th. That in case a tax be imposed upon candidates for certificates, the money so paid should go to supplement the superannuated teachers' fund; 5th. That a copy of these resolutions be forwarded to the Hon. Minister of Education.

The following candidates were successful in passing the last professional examination at the Ottawa Normal School: *Males*—Wm. George Armour, Francis Barkey, Frederic Wm. Barnett, Samuel Cameron, Adam S. Case, Wm. Patrick Coates, Thos. W. T. Cook, Cyrus Coombe, Robert G. Croskery, John Edward Crowle, Walter T. Cody, Archibald E. Duke, Isaac A. Erratt, Wm. T. Ferguson,