

effects of that notorious system of instruction, intensified in its evil effects by its commanding position at the very portals of our educational system. And after it is crammed, what is it? Listen to one out of a thousand testimonies from one of the greatest philologists of the age. Styrce, professor of philology in Oxford, speaks thus: "English speaking has become a mere series of arbitrary combinations, an embodiment of the wild guesses and etymologies of a pre-scientific age, and the hap-hazard caprice of ignorant printers. It is good for little else but to disguise our language, to hinder education, and to suggest false analogies." Now, with a phonetic spelling our children could learn to spell and read mechanically, reasonably, pleasantly, and correctly in a few months. As soon as this is seen our people shall rise up in their might, demand that the sacrifice be stopped and the Minotaur slain. Already young Thesus has resolved. The embodiment of literary learning in England and America, as represented in the philological societies of the two nations, had with unanimity agreed upon a revised if not a complete phonetic spelling. The greatest names in English science, poetry, and the councils of the empire, have declared in favor of spelling reform. University corporations, state governments, and even the national governments of the United States, have already initiated action in this direction. The only real difficulty now is agreement upon the most practical scheme. Within the last year the German governments of Europe, by edict, completed a reform in its already very perfect phonetic spelling. Take away the forces of government prescriptions and examinations which compel us at the expense of much time, money, and learning to adhere to our present unscientific and chaotic system, and a spontaneous rush for improved orthography would be made at an infinite number of points. This shows that the work of our governments in the matter must be chiefly that of the co-ordination of these forces of development so as to produce a uniform written language in all English countries when the change must come. In the future schools of Nova Scotia we may yet live to see a useless, mind-damaging, and time-wasting subject discarded, and in its place, useful, mind-developing, and fascinating subjects substituted. Two years more can be spent on literary (not letterary) subjects in the study of language, science and art. The study of the Greek and Roman classics can be commenced two years earlier, by the candidate for the classical course, while the mastery of the English language and the first principles of science shall be two years in advance with the other students. The academy and the university will next feel the impulse as strongly as the common schools.

In addition to this gain the common school work shall be simplified by the general adoption of decimally divided weights and measures throughout the Dominion. The *Metric system* already looming up in our high schools and universities shall sweep from Elementary Arithmetic the "compound rules" and all need of them, into a chapter in the high school mathematics under the heading "Other systems of notation." This shall be another valuable acquisition for the bone and sinew of our land who want the most practical and useful instructions for their short school course; and a boon also for the high school candidate whose youthful zeal to excel in accuracy and rapidity of execution need not be prematurely checked by the attempt to fully comprehend an unnecessary multiplicity and complexity of mathematical notions before the maturity of his mathematical faculty.

In these halcyon days there shall be no more long hand script outside of the antiquary's cabinet and perhaps legal documents, where length, to use an euphuism, may be a technical necessity. The child of five will commence with Pitman's strokes and curves, a common course of writing and drawing.

Phonographic or stenographic writing will, in all probability

precede the introduction of phonetic spelling. The pupils of those days shall wonder at the roundabout, time-consuming ways in which their grandfathers did things, who in addition to their fancy for long, ugly spellings which cost them two or three years of their time and a per centage of their intellectual versatility, should have also indulged in a system of writing which would take an hour of busy work, when it could be done in fifteen or twenty minutes. They will probably term their grandfather's age, the age of leisure, when time had to be passed away. But wouldn't we, busy men, frown in our very graves could we hear so sarcastic a compliment from our dear grandchildren!

A. H. McKAY.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

SECOND CLASS PROFESSIONAL.—NORMAL SCHOOLS.

HISTORY OF EDUCATION.

Examiner—J. F. White.

1. Write a paper on Roman Education, and briefly compare it with that of Greece.
2. What were the chief aims of the Realists as distinguished from the Humanists? Give, in particular, the reforms advocated by Comenius with comment of your own as to their worth.
3. Give an account of the system of the Jesuits, and estimate the value of their services to education.
4. What are the views advanced by Milton in his "Tractate on Education," and to what extent are they followed by teachers of the present day?
Compare his utterances on this subject with those of any other eminent Englishman.
5. Write an account of Pestalozzi and his work.

THE PRINCIPLES OF EDUCATION.

Examiner—J. E. Hodgson, M.A.

1. Give the substance of Mr. Fitch's views on the following questions:—
(a) "Is Education an Art or a Science?"
(b) "What constitutes a Liberal Education?"
2. What general principles should be kept in view in framing a time-table?
Illustrate your answer as clearly as you can.
3. State and illustrate the difference between *deductive* and *inductive* methods in teaching.
4. Write notes on the use of *globes* and *maps* in teaching geography.
5. "And thus it will be seen that of the two modes of teaching history, * * * I greatly prefer the second." What are the two modes, and what are the grounds of Mr. Fitch's preference?

SCHOOL ORGANIZATION AND MANAGEMENT.

Examiner—J. J. Tilley.

[NOTE.—Only five questions are to be answered.]

1. Describe a properly organized school.
2. Discuss the principles involved in successful class management with reference (1) to the teacher; (2) to the pupils.
3. What is the object of classification?
Name and briefly discuss its leading principles.
4. State what you consider the best means of (1) securing obedience; (2) sustaining attention; (3) stimulating to exertion.
5. Discuss good discipline under the following headings:—(1) characteristics; (2) results; (3) motives to be cultivated; (4) habits to be formed.