

sing which they give us as models for our imitation. Let us examine one of these. In the simple sentence, "John strikes the table;" we are told "John" is the nominative case to the verb strikes, because it (the word) is the doer of the action. We are told the word "strikes" is a verb, because it acts, and transitive, because its action passes to the "word" table, and that "table" is in the objective case governed by *strikes*.

Properly understood and expressed, the "word" John only indicates the doer of the action, the "word" strikes denotes the action, and the "word" table denotes the object of the action. The subject is a *word*, the verb is a *word*, and its object is a *word*. It must, therefore, be nonsense to say that the "word" John—John's name—is the doer of the action, and not John himself. The action doesn't come from the *name*, but from the *person who acts*. It is equally misleading to talk of the *action* of the *verb*. Verbs are words, and words are incapable of action. Finally, the action denoted by the verb is directed not to the "word," but to the *object* represented by the word, table.

What is said of the inaccuracy and imprecision of text-books on Grammar, may be said, *mutatis mutandis*, of text-books on other subjects, Geography, Arithmetic and History. In Geography we often find glaring mistakes in the recorded population of cities and in the boundary lines between provinces and countries. Geography is a progressive science, and both compilers and publishers should keep up with the times. In many works on Arithmetic, the language of the text is ungrammatical, and the arrangements of the subjects illogical. Thus some text-books place the treatise on "Compound Rules" before that on Fractions; but every school boy knows that fractions often arise from operations in the Compound Rules; consequently

Fractions should be placed before the Compound Rules, and studied before them in the order of time. So Percentage should come before Ratio and Proportion, and Proportion before Equation of Payments.

Thus also the intelligent, progressive teacher, who is master of his profession, should be able to correct, and improve upon the text-book. He should know thoroughly, not only the subject-matter of the text-book, but the whole science of which the text-book treats; so that, if the text-book were wiped out of existence, he could, like the Prussian teachers, from the fulness of his own mind, and the accuracy of his own information, construct a text-book for himself. "The teacher," says Edward Everett, "ought to know of every thing much more than the learner can be expected to acquire. The teacher must know things in a masterly way, curiously, nicely, and in their reasons. He must see the truth under all its aspects, with its antecedents and consequents, or he cannot present it in just that shape in which the young mind can apprehend it. He must as he holds the diamond up to the sun, turn its facets round and round till the pupil catches its lustre." *Noblesse oblige*. "The Professor should profess."

The system of educating which formerly prevailed in most primary schools, was that of making the pupil commit faithfully to memory all the printed words of the text-book, with question and answer, chapter and verse. During the recitation the teacher kept his eyes fixed on the book, whilst the learner rattled off the words with the velocity of a steam-engine. If he happened to halt, the teacher, by way of interrogating him, would read off one of the printed questions at the bottom of the page, give him a few words of the text, and start him again on the "run." If a boy happened