

gument, advanced by the parent in favor of good writing, stares the teacher in the face, with the typewriter *in posse* as an operator, and the typewriter *in esse* as an expeditious machine, standing *en evidence* of the necessities of the case. If the boy, who once had nothing of the caligraphic about his handwriting, had to bemoan his rejection as an office boy, the boy who has no knowledge of the typewriter and its expeditious movements finds himself just as likely to be left out in the cold by the business man in need of a clerk. In fact, the first question now asked of a young man anxious to devote himself to commercial pursuits when he presents himself as a possible candidate for a position in any commercial house, has special reference to his ability to run a typewriter with the necessary correspondence activity. And in face of this, who is to say that the old bread and butter argument, which has been advanced for centuries in favor of an improved caligraphy in our schools, is to be set aside simply because the typewriter has taken the place of the pen?

The true function of the school is to train children to take charge of themselves, and the function is only to be seen as a fulfilment or non-fulfilment when the pupil comes to take his position in after-life. The school is no place in which the art of horse shoeing or cabinet-making is to be taught, no more than it is the place where the specialist may run his hobby in any direction. A

subject of study is only a legitimate school subject if a knowledge of it is needed by everybody. Penmanship is an art which everyone must know something about, and since the typewriter is all but sure to take the place of the pen, directly and indirectly, there can be no escape from the conclusion that an hour for class-work in typewriting is as sure eventually to take its place on the school programme as that pennmanship has held its place on the school curriculum for centuries. There is no bolting in the argument, beyond the changing of implements; and the expeditiousness of the one instrument as compared with that of the other turns the argument altogether in favor of the innovation.

The facts are these, and our teachers and commissioners and trustees must face them. The public demands the use of the typewriter out of school, and are demanding its use in school. There is no business house of any standing in which the correspondence is not all typewritten. The merchants are even beginning to demand that all invoices shall be in typewritten form. The clergyman composes his sermons through the typewriter, the lawyer his briefs, the editor his articles, the author his books. The practice has become all but a universal one, and the sooner the school boards come to see the necessity for the class in typewriting, with a dozen or so machines in constant use by relays of pupils from hour to hour, the happier it will be for all concerned in school and out of school.