

individual words in any order. The next step is to teach him, without the book, to analyze the spoken word; thus: "You may all say *cat*." They answer, *cat*. "Now I want you to drawl the word slowly, this way,—*kaat*." They attempt it. "Drawl it out still more slowly,—*kaaat*." They do so. "How many kinds of sounds do you hear in the word *kaaat*?" "Say the word yourselves, very slowly, and listen to yourselves." "What is the first sound you hear?" "Make it alone." "Jane makes it well, but John puts a little singing with it; that you must learn to leave out. We do not say 'kuh-aat,' nor 'ker-aat,' but 'k-at.' Now try again to say *k* alone." Do not rest satisfied until the *k* is an explosion of simple toneless breath, produced by a synchronous opening of the glottis and the back of the tongue.

"Now what is the second sound you hear in saying 'cat'?" Guide the class, by questions, into giving precisely the same short sound *a* alone, which is heard in "cat."

"And now what is the last sound of the three?" Lead them to make the *t* without vibration of the chords; not "tuh," nor "ter," but a single explosion of whispered breath, from a simultaneous opening of the glottis and the tip of the tongue.

Tell them now what a gadfly is, and what a gadding woman is, and of the tribe of Gad in Israel; then let them analyse *gad*, and do not rest satisfied until the vocal murmur in *g* and *d* wholly precedes the explosion, so that the sound is not "guh" or "gher," but *g*, as at the end of "dig." Now ask, "Which sound in 'gad' is exactly like one in 'cat'?" "Which sound in 'gad' is nearest like *k* in 'cat'?" "What is the difference between *k* and *g*?" By questions, lead them to perceive both points of difference, thus: "Whisper, 'gad had a cat; gad, cat, gad, cat.'" "When you whisper 'gad cat,' do the two words sound more alike, or less alike, than when you say 'gad, cat?' Would you then say that *k* is something like a whispered *g*? But still you can hear a difference between 'gad' and 'cat,' even

when you whisper them? Can either of you tell what is the difference between *k* and *g*, or between *t* and whispered *d* (of course giving the sounds, *not* the names of the letters)? "Well, if none of you can tell, perhaps I can tell you. When I whisper *d*, my throat is open, although the tip of my tongue closes my throat; (whisper *d*, *d*, *d*); but, in saying *t*, my throat is closed (putting your fingers to the Adam's apple), and it opens at the same instant that my tongue drops from the roof of my mouth,—*t*, *t*, *t*. Now try if it is not so; whisper 'add, at, add, at.'"

EDUCATION IN TEXAS.

THE legal school age in Texas is from eight to fourteen years. Teachers are authorized to charge private rates for pupils over or under these ages. The legal school year is but four months in length. In 1879, the sum of \$915,000 was appropriated for the support of 6,552 schools, which accommodated 150,000 scholars. Can we wonder that there is a wail about the absence of a professional class of teachers when the State provides that their employment in the school-room shall last for only four months in the year—a period not too long to suit the tastes of the professional tramp, which we fear the professional teacher of Texas will degenerate into, notwithstanding the training he may obtain at one of the two State Normal Schools at the expense of the State, which provides him, while there, with everything but his apparel? It is true he may turn his attention to law or physic, or trade, during his eight months of leisure, but then he ceases to be a professional teacher. We have quoted these facts from a paper, in a contemporary, written by the Secretary of the Texas Board of Education. Our readers must not suppose this paper is confined to dry statistics, such as we have given; on the contrary, there are oases of fine writing in it, which we fear are too luxuriant in words for our cold Canadian imagination to appreciate. Take the following for example;

"I have but briefly sketched the history of education in Texas. It is the work of a State of only forty-four years; born a revolution, nursed in the cradle of adversity, and regenerated by a bloody sacrifice on the altar of liberty; but now, forgetting the animosities, no longer nursing the wrath of the past, and while sadly cherishing the memory of the furlled banner, yet honouring, ay, loving as of old, the *one* that floats to the breeze."