

must be defrayed by the parent, guardian, friend or municipality sending such pupil.

XIV. It is further required, that in case of serious sickness, death, misconduct, or deficiency in intellect, that the pupil shall at once be removed from the Institution.

I. Papers on Practical Education.

1. HOW TO TEACH HISTORY.

But let boys and girls be taught that history is one great unit, and that every part of it is joined by indissoluble links, one forming naturally after another, so that if one is left out the chain will be incomplete. Let them learn to picture, reverently to themselves, God sitting upon His throne, before whom the inhabitants of the earth are as grasshoppers, looking patiently down watching the nations as through all the ages they work out unwittingly His wise decrees. Let them see how one ancient nation after another emerges mysteriously from the unknown past, enveloped in the mist of ignorance, superstition and barbarism, and let them watch how gradually they draw nearer and nearer to where the one bright centre of history is set up—the Cross of Christ—till the light falling on them from it, they are illumined and civilized. Let them compare one nation with another and see how the lovely vales and streams, the soft air and brilliant skies of Southern Greece influence her in her greater refinement of character, her beauty of painting and grace of architecture, in the character of her frivolous and pleasure-loving gods and goddesses, her schools of philosophy, her smoothly-flowing language and poetical thought; and then note the difference in the stern and cruel gods, the bold and the adventurous warriors, the absence of all luxury and beauty, the harsh language and rude legends of the old Vikings of the frozen region of the North. Then see how Greece with her dreamy religion and vague philosophy; Rome with her human-like gods; Britain with the cruel teachings of the Druids; Scandinavia looking forward to her sensual Valhalla and the company of her warrior gods—all dissatisfied alike with the deities their own minds had imagined—are gradually prepared for the reception of the satisfying truths of the Nazarene—the God-man. Let them see how the Romans in their haughty pride of heart, thinking but of conquering the whole world to their sway and appropriating to themselves all the beauty and wealth of other nations, were but carrying out His plans who alone rules—were but rejoining in one all known empires, so that a knowledge of civilization and a wise code of laws might be spread; that the light from the Cross might be shed on them and the Kingdom of Christ might be enlarged, and His truths more easily and widely diffused. Then let them see how England emerges from the darkness, and receiving influences from north and south alike, grows to be one of the most mighty powers on earth after proud Greece and Rome had ceased to serve His purposes and had sunk into oblivion, and thus true religion and the accumulated wisdom of succeeding nations and ages are preserved and spread over all the earth.—*New Dominion Monthly*.

2. AN IMPORTANT POINT IN THE STUDY OF HISTORY.

Every teacher, from the beginning, and all through the years of study, ought to insist upon the constant use of the atlas, and should consider no lesson perfect in which every place has not been carefully looked for. A greater knowledge of geography can be gained by this than in almost any other way, and it impresses upon the memory the connection of places with the great events which have happened in them, better than merely getting such a lesson by rote as a separate thing afterwards.—*From an article in the New Dominion Monthly for May*.

3. THE ALPHABET AND ITS ORIGIN.

At the Royal Institution on the 15th ult., Sir Henry Holland being in the chair, Mr. John Evans, F. R. S. delivered a lecture on the above subject. He began by stating that he proposed to consider, 1, the origin of writing and the manner of its development in different parts of the globe; 2, the original alphabet from which our own was derived; and 3, the history and development of that original alphabet. That many savages in the lower stages of civilization have some ideas of pictorial records, he proved, by referring to diagrams illustrating the pictorial writing of Esquimaux, North Americans and others; and he showed that those of the Mexicans not only represent wars, migrations, famines and phases of domestic life, but give dates; while in Peru there exists a kind of Memoria Technica. The Mexican system of writing improved but never be-

ame alphabetical. The Chinese characters were at first pictorial; but in time the early plain outlines were changed into forms more in accordance with a method of writing. The language is monosyllabic, and about 450 words are made up by different accents or tones to 1,200, one sound representing more than one sense.—The early forms of Egyptian hieroglyphics, which seem to have been both pictorial and symbolic, afterwards became syllabic. Their most formal writing was the true hieroglyphic; their more cursive being termed hieratic, and the most cursive, demotic; cuneiform writing was probably of similar origin, but modified, in consequence of the method of writing by impressed, wedge-like triangles. After referring to diagrams illustrating these various kinds of writing, Mr. Evans pointed to the scientific hieroglyphics in use by ourselves, such as the signs of the zodiac and the planets and the mathematical signs = and ÷. 2. According to the testimony of ancient historians, the Phoenicians were the first inventors of a real alphabet, the earliest known example being probably the recently discovered Moabite stone, dating before 900 B. C. From the Phoenician names Alph. Beth, Gimel, Daleth, &c., the Greek names Alpha, Beta, Gamma, Delta, were derived and adopted by the Romans; and the order of the letters is preserved in the 119th Psalm, and other parts of the Bible. By the aid of a series of interesting diagrams, Mr. Evans traced the intimate connection between the Roman, Greek, and Phoenician alphabets, letter by letter, illustrating his remarks by drawings of ancient coins and inscription. 3. He then went through the early Phoenician alphabet, with the object of showing that the names of letters were not arbitrary, and that each had a meaning, though not in all cases to be recognized with certainty, and he further illustrated his ideas, by exhibiting some new diagrams suggestive of still earlier forms of the letters more closely resembling the objects which he considered they were intended to represent. After discussing several objections to this opinion, he said that the Phoenicians seem to have taken the first idea from the Egyptians, and then to have invented for themselves a more purely literal, and therefore more simple and useful, alphabet. This does not appear, like the letters of late hieroglyphics, to consist of a few survivors from a whole army of symbols, but to bear some traces of sequence; for it includes the names for ox and house, door and wicket, hand and palm, water and fish, eye and mouth, and similar objects. Judging from this alphabet, its inventors appear to have been a settled agricultural people, with a civilization equal to that of the bronze-using inhabitants of the Swiss lake dwellings.—*Toronto Mail*.

4. COMPOSITION, LETTER-WRITING, &c.

To the Editor of the Journal of Education.

SIR,—I have often thought that in many, if not in most, of our Public Schools there is a great deficiency in the exercises referred to in the heading above. How often we see boys and girls who have attended School for a considerable number of years, and have acquired what would generally be considered very fair education, and still are unable to write anything like a creditable composition on the most common subjects, or even indite a good common letter. This we know is certainly the case, and it demonstrates very clearly the necessity of special and frequent exercises being given in every Public School, in these very important branches of education. Practical education is what is most needed. The wise counsel so often quoted—"Let us teach our sons that which they will practise when they become men." is quite appropriate here. We may also include the female portion of our youth and say—"Let us teach our daughters that which they will practise when they become women."

Letter-writing, &c., is therefore one of the things most needful to be taught every boy and girl, as all are required to practise this during life to a greater or less extent. The ability to write compositions on various subjects is also an accomplishment which all should acquire. Some acquaintance, too, with the forms necessary for transacting common business, such as the giving and receiving of notes, receipts, etc., is also very essential in the education of every boy and girl, as very few, if any, pass through life without having need to make use of this kind of knowledge.

There is but little if any use in pupils learning now to use the pen in making beautiful, well-formed letters, unless they also learn how to put ideas together in well-constructed sentences and paragraphs.

Lessons should also be given in punctuation, etc., as this is very essential in order to make writing intelligible, though it is often overlooked by those who ought to observe it.

My plan is, to give a lesson on the black-board once a week on these subjects, and also, once a week require all who are sufficiently advanced to write letters or compositions of some kind on their slates, which are then handed to me to be corrected as may be necessary. Also, once in a while—perhaps once a month—I give