

tive chain. You need not even trouble yourselves as to whether it is the best or not. But as it is likely to be used as a text book for many years in this country, it will be well worth your study, particularly as no other system has had its weak and its strong points so thoroughly discussed by successive commentators. If you have gone through such an experimental course as I have suggested, I do not think you will find any very terrible difficulties beset your way, but I would advise you to take a recent edition, such as McKay's, Nixon's, the Pitt Press, or—if I may with modesty suggest it—the Harper Euclid.

Having said thus much as what I advise you to do, I will add a few words on what you must not do. *You must not attempt to learn any demonstration by heart.*

Such a habit is an effective bar equally to *any real progress in geometry*, and I hope, and firmly believe, to *any possible success in gaining the certificate for which you wish*. Your papers will be marked, not by a classical man whose geometrical education has been neglected, and who would find his task easier if you used the same letters, the same diagram, the same words punctuated in the same way as in his own particular edition of the Elements, but I suppose by a gentleman with a real, thorough knowledge of geometry, who expects your knowledge also as far as it extends, to be real and thorough; whose inclination, therefore, as well as his obvious duty, it will be to pluck pitilessly those of you who have been tempted to lean on this broken reed. — *The Educational Journal*.

## NOTES FOR TEACHERS.

THE STUDY OF EDUCATION.—The study of education occupies to-day a place not unlike that held by the mother-tongue but a few years ago. To-day English has a respectable place in the programmes of most high schools and academies. In the best colleges it has won an honorable place. Not so the study of education. Until recently education has been studied only in professional schools—the normal schools for the training of primary and grammar school teachers. Up to the present time I know of no secondary school in which at least the history of education is studied. College and university courses on education and teaching are still quite generally regarded as purely professional courses, designed only for those who intend

to teach. The idea that education in its historical, theoretical and practical phases deserves to be studied, and to some extent should be studied by all college students, irrespective of their future profession, is still quite as novel as was the demand which was made repeatedly and ultimately heeded some years ago, that the mother-tongue deserves to be carefully studied by all persons seeking a liberal education.

Just as it was at one time deemed superfluous to study English, so it is still thought superfluous to study education. Although it is recognized universally that on the education of the young the future welfare of individuals and of nations depends, and that consequently the education of the young is the most