

by each. If the pupil is certain that the teacher will do his part, he has by that alone a stimulus given him to do his share faithfully. On the part of the pupil there must be complete confidence towards the teacher; there must be affection, for children are properly ruled only through their affections; they must understand the meaning of the word *duty*, and be prepared to apply its principles to their work in the school-room. On the part of the teacher there must be a complete and even awe-inspiring sense of the greatness of his work, and of the responsibility resting upon him; there must be reciprocal confidence and affection; there must be uniform kindness and affability; there must be the complete absence of the least seeming partiality; we may go further, and say that there must be deep religious sentiment. When teacher and pupil are imbued with these things we may then, and not until then, look for perfect order in the school-room.

SHORT-HAND IN SCHOOLS.

FOR a hundred years men have been using the steam engine, for fifty years the locomotive, about thirty years ago telegraphing was adopted, almost yesterday the telephone was introduced, and the gain to the world from all these has been inestimable. Add to these photography, printing, the sewing machine, and the thousand and one appliances that utilize heat, light and electricity, and the mind is amazed at the contrast between the world of to-day and the world of the days of Cæsar.

What the locomotive is to the dray cart, what the telegraph is to the letter carrier, such is short-hand writing to the present system of long-hand. With simplicity in the form of the letter, with harmony between the sound and the spelling, the pencil or pen of the writer proceeds at a rapidity that keeps pace even with the tongue of the most ready speaker, and thoughts that come rushing with headlong force are caught on the wing, and ere they escape are pinned to the page.

Probably nothing could produce such a revolution in our educational system as the

introduction of the use of short-hand. The benefits would be threefold:

- 1st. Ease in learning to read.
- 2nd. Time saved in learning to spell.
- 3rd. Time saved in writing.

How much would be saved from the time, now far too short to give a youth an adequate training, it is impossible to state with accuracy. A president of one of our universities estimates that in the time which he spent learning to spell he could have learned a foreign language.

There is quite a demand for short-hand writers. Most of our large offices, legal or commercial, keep a writer skilled in this art. The manager of a bank, railroad, telegraph company, large business firm, or law office, can get through his correspondence in one-fifth the time that it would require if he did not use this excellent art.

So great would be the benefit from its adoption that our educational authorities should commence its introduction at once, with the ultimate aim of using it universally.

In all our cities and towns where teachers can be obtained, there is no reason why trustees should not see that instruction is given in this subject. French, German, and many other subjects are taught that do not possess half the claim for public recognition that phonography does. The great obstacle that prevents its introduction is simply an indolent conservatism.

W. A. D.

TORONTO, September, 1881.

EDUCATION IN ENGLAND.

THE Annual Report of Earl Spencer and Mr. Mundella, the heads of the Education Department in England, on the condition of Elementary Education for the year ending August 31st, 1880, is before us. From it we learn that there were in that year 17,614 schools in England and Wales under the charge of 31,422 certificated teachers, 7,652 assistant teachers, and 31,570 pupil teachers. The number of scholars registered was 3,895,824, and the number in average attendance 2,750,916, or 71 per cent. of the registered attendance. Of those in attendance 54 per cent. were boys and 46 per cent.