

The best argument which I know against worry is, that it defeats its object; for in all cases you are using the very strength you need for work, and thereby incurring just the result of failure which you fear.—*New England Journal of Education.*

OBJECT OF FREE SCHOOLS.

The reasons for furnishing free education to the individuals composing a community will vary in accordance with the idea upon which the organization of that community is based.

If the state (e. g., the community acting as a whole for a common purpose) is a communistic body, controlling and taking the proceeds of the labor of each individual to itself, it is evidently bound to provide him in return, not only with free instruction, but with free food, shelter, clothing, care in sickness and old age, and, in short, with everything requisite to his well-being. But our form of government wisely recognizes the right of the individual to personal independence, with the right to labor for his own proper benefit, and the duty to provide, for himself and those who are dependent upon him, the essentials enumerated above. It also leaves to him the formation of organizations for religious and social purposes. It may be stated, broadly, that the state only interferes with the affairs of the individual, or assumes any part of them, when it is necessary to do so in order to secure some benefit to itself; or, in other words, to promote the welfare of the whole.

Now while the right of suffrage is accorded to every citizen, practically giving to the majority absolute control of state affairs, it is evidently of the greatest importance that he should be possessed of a general knowledge of the principles upon which a proper conduct of such affairs is based, and of their practical application.

And herein lies the reason for the establishment of free public schools. The state gives free instruction to all, in order that they may be properly qualified to perform their civic duties.

It follows, then, that the course and method of instruction should be adapted to secure the end in view. The state should receive its *quid pro quo*. The object of the establishment is not, primarily, to qualify the scholars for the practice of professions, for undertaking business operations, for private ends, or personal emolument; it is only to enable them to exercise understandingly the duties of citizenship.

The proper preparation for this special instruction involves the necessity of giving to them a good general education, which will be equally applicable to other and personal objects, but it should ever be borne in mind that these advantages are incidental to, and not the main object of, the establishment.

The pupil should be taught to realize that he owes a debt to the state for his education, which he is bound in honor to repay by, at the first, diligently learning, and, subsequently, well and faithfully performing his civic duties.—*Et.*

TEACHERS' SALARIES.

Our teachers are not overpaid, are they? Our local taxation cannot be much increased in their interest, can it? "No!" is your answer, and "No!" is the people's answer to both these questions. But why ask this question just now? Why? Because a note of warning to the teachers has recently been sounded; yes, repeated in louder and more deliberate tones. During the recent session of the Local Legislature an ominous word from an ominous source was dropped to the effect that the provincial aid to Teachers must be narrowed down soon. A few weeks ago at a meeting of the Teachers of the Province in St. John, a gentleman who presumably knows whereof he speaks, reminded his hearers of such an event as likely to come in the near future. He said it too, not in an extempore appeal, but in address carefully prepared for the occasion. The grounds for reduction are that the money is wanted for other purposes—the roads and bridges—and yet we heard not long ago about

roads and bridges soon being liable to direct taxation for support. We sympathize with any Government who finds demands for expenditure of Revenue increasing faster than the income of Revenue, but we think that school interests should not be sacrificed. With the Provincial aid reduced, local and County taxation must of necessity be increased, because the salaries cannot be reduced from the present, if the schools are to be kept open and filled by teachers at all competent for their work.

But county or municipal taxation will not easily bear a marked increase without leading to a feeling that must naturally result in its abolition, too, for the support of schools. This, then, will mean direct local taxation for schools. Thus the help which the rich afford the poor, and which now obtains all through the system, will be felt in only one way, the help of the rich to the poor in the same District. Now rich Districts keep poorer ones, and rich Counties in the same way effect the Provincial fund favourably for the less favoured.

The shifting of the present distribution of support upon each district individually would ultimately mean the closing of many schools, and the difficult support of many more. We trust the Government, which has already made reductions in the Teachers' salaries, may not move in the direction indicated. The Provincial appropriations to schools is needed quite as much as to the support of roads and bridges, and the money thus granted very much less exposed to corrupt and improper uses.—*Woodstock Press.*

A LIST OF WORDS FOR PRONOUNCIATION.

The following is a list of words set at Chautauqua recently for competition in pronunciation:

With, of, doth, perfect (verb), Aaron, abdomen, abstractly, accent (substantive), acclimate, address (substantive), aeronaut, aforesaid, aged, allopathy, almond, alternate (adjective), amenable, antepenult, apricot, Arab, Asia, aspirant, aunt, ay (yes), hade banquet, bestial, bellows, biography, bitumen, blackguard, blatant, bombast, bonnet, booth, bouquet, bravo, breeches, brethren, brigand, bronchitis, caisson, caidron, calf, canine, carbine, cerements, certain, chafien, coadjutor, comely, comparable, conjure (to influence by magic), construe, contumely, courteous, courtier, covetous, clique, cuirass, daunt, deficit, demoniacal, designate, desuetude, direction, dishonor, docile, dost, dromedary, drought, trough, ecumenical, enervate, envelope, evil, excursion, equation, exomplary, exile (verb), extempore, falcon, figure, filial, female, finarce, forehead, forge, fortress, gallows, gauntlet, ghou, gooseberry, gourd, granary, grease (substantive), grimace, grimy, guano, gyve, halbut, hymeneal, hypocrisy, illustrate (verb), incursion, inquiry, integral, isolate, jugular, juvenile, laundry, learned (adjective), legislature, lenient, luxury, maritime, mirage, misconstrue, opponent, pantomime, parent, partiality, paths, patron, Penelope, peregratory, presbyterian, presbytery, quay, saith, solve, seine (a fishing net), researches, slough, (the cast-off skin of a snake), spinach, suffice, recess, sinecure, toward, suite, sovereign, pianist, preface, (verb), matron, sheik, supple, satyr, sacriligious, tiny, ruffian, saunter, schism, Lucy, Susan, plait, sarsaparilla, mercantile, rattery, precedence, reasoning, pyramidal, version, worsted, Philemon, Matthew, launch, livelong, quickening, betrothal, alias, vagary, vehement, route, sevennight, caoutchouc, resumé, financier, wont, conversely, rapine, truths, visor.

To these we may add the following sentences:

Comely Diana had a voice like a calliope; yet, although it was not aggravated by laryngitis, she was not a virago. She wore a stomacher set with jewels, that gave an interesting idea of her father's finance. There was no squelch in their vicinage. She sought to inveigle her charity coadjutor into a hymeneal association without tedious delay. She sent him her miniature, a jessamine flower, and an invitation to a dinner of anchovies. He was a coadjutant in the church. He had a cadaver-like complexion, and in a joust he had been houghed. Taking some almonds as a bridal gift, he mounted a dromedary with the epizootic and hastened without digression along Pall Mall. The guests were sitting on a divan, with no prescience of evil. The diocesan was waiting, having finished an absolution service, when suddenly above the clangour of the wedding bells, was heard a maniacal shriek. The groom had pierced his carotid arteries with a carbine on hearing that a deficit in his church collection had been discovered. He was cremated.

RELIGION THE BASIS OF ORDER.—Recently the teachers and students of a Protestant school, visiting Ems, were introduced to the venerable Emperor William of Germany. In his talk to them he said: "Religion is the basis of all human order, and I rejoice that it is growing firmer among us. Revolutionists, however, who cherish confused notions of right and wrong are still busy all over Europe. If they should undermine faith and morality, a general upheaval of right and justice will follow. Your task is to guard this basis and remain strong in right." These are wise words and timely. Happy the land whose ruler is imbued with such sentiments.

JOHN T. DOYLE, in the *Oceana Monthly* for July prints a letter addressed to Lawrence Barrett, which is of great interest to all students of Shakespeare. It has often been alleged that the conduct of the court in the trial scene of "The Merchant of Venice" demonstrated that Shakespeare had no accurate knowledge of legal tribunals. Mr. Doyle relates that, once in Nicaragua, thirty-five years ago, he became involved in some litigation, and that the judge called in a practicing lawyer, and left the decision of the points in issue to him. This, Mr. Doyle found was the common practice—a practice identical with that of the Venetian court. A further parallel was found in the fact the Nicaraguan lawyer expected payment for his services, the Duke in the play, as those familiar with it will at once recall, suggesting to Antonio that he "gratify" Portia. Mr. Doyle has also met a case in the Mexican courts which affords grounds of probability for the infliction of the penalty against *Shylock*.

IS APTITUDE ENOUGH?—The *nascitur non fit* theory has received a blow from an unexpected quarter—from *Punch*. An applicant for the post of head nurse in a hospital is asked, "Where were you trained?" She replies, with a toss of the head, "I am not trained. I am GIFTED." Is it not a little odd, that while untrained nurses are not tolerated, untrained teachers are. Some women have a passion for nursing, and may be said to be born nurses, but to gratify their natural bent they must seek training. Teachers may gain as much from training as nurses, and may do as much mischief if they set to work without it. And yet how seldom does any one about to employ a teacher ask, "Where were you trained?" If the question were asked and a true answer given, it would often be something of this kind, "I am not trained at all, and I don't know that I have any aptitude for teaching; but I want to get a livelihood, and teaching is the only employment by which a livelihood may be made without training of any kind."—*London (Eng) Journal of Education.*

The *Chautauquan* thus indirectly puts in a plea for a better and more thorough study of English:—Must we put aside our hope of pure Anglo-Saxon to the day of the millennium, when all good things will come? A glance at a page of the note-book, the work of a half-hour with our morning paper, make us believe so. The first news item is of an "incubated individual," the book reviewer praises certain "dainty booklets," an advertisement calls attention to an elite event, and now a correspondent from the south tells how the "flowering trees may be seen in a perfect galaxy of beauty," and that he went on a "recherche drive."

PERSONAL.

R. W. Grover, Esq., of Woodstock, is at present in Dakota Territory and indulging in the pastime of shooting prairie chickens.

Mr. A. W. Macrae, B. A., of Dalhousie College, has been appointed to the third mastership in the St. John Grammar School.

By changes in school inspectional districts of this province that came into force in 1st ultimo, Mr. Geo. Smith's district now includes the whole of Westmorland County, as well as Albert and two parishes in Kings. This gives him charge of schools in which the teaching is done in the French language. This was no doubt a wise change on the part of the government, because Mr. Smith has a practical knowledge of the French language, and it is gratifying to the people themselves, who had previously urged that these schools be placed under his supervision. Mr. Smith has proved himself during the tenure of his office a useful and highly successful inspector, and we would be glad to hear that the government in adding new duties, had accompanied them with increased compensation.—*Sackville Post.*