E. Confidence.

1, in the triun.ph of duty faithfully executed; 2, in self; 3, in pupils; a, pupils are generally undervalued as to latent power; b, offences by mistakes and inadvertency generally outnumber those committed by design and malice; c, give more attention to the dull and vicious, than to the apt and moral.

F. Self-control:

- self-possession of your intellectual forces; 2, impatience must be repressed; 8, anger must be crushed; allow no antagonism between yourself and pupils and parents.
- G. Personal influence.
 - 1, bring moral, social, and intellectual worth to your support; 2, maintain cheerfulness; 3, withhold nothing in your power.
- H. Culture:
 - 1, refinement in manners; 2, pleasant tones of voice; 3, avoid affectation; 4, consideration of the wants and comforts of all.

BILL OF INDICTMENT AGAINST OUR ENGLISH NOTATION.

BY PROFESSOR MEIKLEJOHN, ST. ANDREW'S UNIVERSITY.

An Alphabet of 26 letters is set to do the work of 45 sounds.
In this Alphabet of 26 letters, there are now only 8 true and fixed quantities.

3. The remaining 18 have different values at different times and in different positions; and sometimes they have no value at all. In other words, they have a topographical value.

4. Some of these 18 letters do-in addition to their own ordinary work-the work of three or four others.

5. A Vowel may have from 20 to 30 functions in our English Notation : a Consonant may have two or three.

6. There are 104 ways of representing to the eye 13 vowel-sounds.

7. Six of these vowel-sounds appropriate to themselves 75 ways of getting printed.

8. In the most purely English part of the language, the letters are more often misleading than not. In the word *cow* or *they*, for example, there is no single letter that gives any true knowledge or guidance to the child. That is, the letters in the purely English part of our composite speech have a historical, but no present, value.

9. The monosyllables of the language contain all its different notations, and these with the maximum of inconsistency. In reading the monosyllables, the child can trust neither his eyes nor his ears.

If this notation—which is the dress of language—could be exhibited to the eye by the help of colours, it would seem to be of the most piebald character. It would be not inaptly described by a sentence in one of Dickens' novels : 'As for the little fellow, his mother had him attired in a costume partly Scotch, partly Hungarian, mostly buttons,* and with a Louis Quatorze hat and scarlet feather.'

If we compare the notation of our English tongue with the notation of the German language, we shall find that—as in its words, so in its letters—German is an almost perfectly homogeneous language. One sound is permanently, and not provisionally, represented by one symbol; one symbol is permanently translated by one sound; and the consequence is that the experience of the German child in learning torcad is always self-consistent, and every effort he makes tells towards the desired result. The attitude of his mind is a simple and casy one; every act of attention he makes

"The buttons would represent the es.

tells towards the required total; he cannot go wrong if he pays any attention at all; his eye and ear are always in accord, and help each other. Far different is the condition of the poor English child. His attention to the letters will quite as often mislead him as not; in the purest English, the less attention he pays to the letters the better; and he is like a man in trade—he may often be working as hard to make bad debts as to make good ones. The contrast between the work of the German Teacher and of the English Teacher is just as great. The German Teacher's work is simple and straightforward; while the work of the English Teacher is at least five times as difficult, and the conquest of these difficulties requires keen skill, perpetual inventiveness, and untiring perseverance.

Now all this has come to pass simply from the independent and highly individualized character of the Englishman. A local usage -a traditional custom would always override general convenience or a merely abstract consideration like logical consistency. Indeed, the confusion in our notation has parallels in almost every side of English life. It has an extraordinary parallel in our Weights and Measures, which have been regulated-down to the date of the 1878 Session of Parliament-entirely by local custom. An imperial bushel of corn is estimated in Mark Lane at 63 lb.; but it was -down to 1878-72 lb. at Wolverhampton and Stafford, 70 lb. at Liverpool, and 75 lb. at Chester. In short, there were, prior to the passing of the Weights and Measures Act, twelve different kinds of bushels in use in the grain trade. This state of things gave rise to endless confusion. A man might buy his wheat by one measure, sell it by another, and, last of all, demand to be paid for it by weight. These complications involved endless reckonings, and, by consequence, numerous mistakes. They were a great hindrance to trade, and, no doubt, were now and then the cause of serious losses. Another parallel is to be found in the coinage of Austria. There is gold money ; there is silver money--some of it debased and deteriorated ; and there is copper money ; but, in addition to these, there are four different kinds of paper money in four different languages, and some of it is debased to the extent of sixty per cent.' It is plain that, if one received payment of an account in six of these different kinds of money, there would be-over and above the circulation of the value of the things brought in a self-consistent arithmetic-another reckoning based upon the relative and temporary values of the different kinds of money. In such reckonings, a foreigner and a child would be at a very great disadvantage. Now, just as an English bushel or an Austrian coin is continually changing in meaning and value; so the symbols by which we attempt to carry words to the eye of a child are constantly changing in meaning and value; and the child's mind is proportionally confused and weakened. If we had in our arithmetic a traditional system of notation made up of the fragments of the Greek, the Roman, and the Arabic systems ; if 479 were written down as $\Delta \nabla II9$; and if, moreover, our coinage were so irregular that sixpence in Middlesex counted for eightpence in Surrey, but was only fourpence in Hertfordshire, then it would be a very difficult, tedious, and expensive process to teach arithmetic in our public schools.

The difficulty that would be felt, and the expense that would be incurred, in teaching such arithmetic as I have indicated are really felt and incurred in the teaching of reading—in putting into the minds of children an acquaintance with the bad habits of our notation. For the problem is not to make the child acquainted with 26 letters; it is really to make him acquainted with and thoroughly practised in 158 eccentric and self-inconsistent habits which the English have acquired in the course of time, of writing down the sounds of their mother-tongue. To master 158 combinations would require 158 separate acts of attention—each of which must be re-