

only could be acquired from literature. By this he meant not merely an acquaintance with the contents of certain books and the biographies of their authors, but a right understanding of what Matthew Arnold calls "the manner in which men have thought, their way of using words, and what they mean by them."

IN response to a memorial presented by the North and South Wales University Colleges, the Senate of the University of London has resolved to add the Celtic language to the subjects specified for the M. A. examinations. These languages, though chiefly surviving in Great Britain, have hitherto received much more attention from German and other continental scholars, than from British. Their recognition as a distinct branch by London University will, it is expected, give a great impulse to Celtic study and investigation in the United Kingdom. There is, no doubt, a rich harvest yet to be reaped in the fruitful field afforded by the languages spoken by the people who were so influential in Europe about the time of Christ, and those students whose vernacular is the Welsh or Irish would have a great start in the investigation.

TEACHERS will do well to make a note of Sir Daniel Wilson's remarks in regard to the inaccurate use of the auxiliaries *shall* and *will*, *should* and *would*, so common in Canada. A good deal of painstaking practice will be required to correct these and other glaring solecisms such as abound in the speech of most of the children in the public schools, but such drill will be of much greater value to them in after life than any amount of the parsing in which so much time is usually expended. Good exercises for practice will often be found in our practical departments, but the best of all exercises are examples taken from the actual speech of the pupils themselves. There are, of course, many other verbs, both auxiliary and principal, in the use of which similar confusion exists, *e. g.*, *may* and *can*, *lie* and *lay*, *sit* and *set*, *teach* and *learn*, etc.

THE development of the Common Schools of England during the last eighteen years has been remarkable. In 1870, there were school accommodations for only 1,878,584 children in the entire kingdom, or for but 8.75 per cent. of the school children of the realm. To-day there is schoolroom provision for 5,200,685 children, with a national grant of 17s. 5d. for each scholar. On the school registers there are 4,553,751 names, with an average attendance of 3,470,509. These provisions are for more than one sixth of the total population. The most noticeable feature is the fact that the average attendance is but 75 per cent. of the registration, while the registration is but 88 per cent. of the accommodations, so that the average attendance is but 67 per cent. of the accommodations. The great object now is to raise the average attendance. This is found very difficult, especially in some of the country districts where both parents and school officers are very indifferent. But, in the present temper of Parliament and the nation,

this *vis inertiae* will be overcome and England will soon take rank with the foremost nations in general education.

CARDINAL MANNING has, it is said, prepared an exhaustive paper on the American Public School System. The Cardinal strongly favors parental as opposed to Public school control. The paper will soon be published concurrently in England and America. The Cardinal's view is quite right in the abstract. The parents are the proper parties to control the children. There are just two difficulties in the way of any immediate reform in this direction. The first is that a great many parents cannot exercise this control wisely or effectively. They have not the proper qualifications either of mind or of heart. The other is that very many, the majority, we fear, of those who could, will not. They are too much occupied, or too indolent, or too selfish to give the time and attention needed. The claims of business on the one hand, and of society and pleasure on the other, are all-absorbing. First educate a generation of parents up to the proper point, and then Cardinal Manning's plan may begin to be workable.

WE do not know to what extent the class of disappointed literary workers is represented amongst our readers. No doubt a number of them may have indulged in literary aspirations and reaped the fruits of disappointment which repay so many faithful efforts. To such it may be some consolation, though poor encouragement, to learn, on the authority of a recent article in *America*, that "it is safe to say that for every article accepted by the two most successful magazines in this country, from forty to fifty are rejected. The editor of one of these told me, some years ago that he received about twelve poems a day. As he could only use from four to six a month, if you reduce the statement to a proportion, and eliminate the Sundays, you will have 312 poems received each month and only six printed." As a corollary from such facts it may be inferred, and the statements of the magazine and newspaper authorities confirm the inference that for every accepted article or poem those publications which pay for contributions are obliged to decline many others quite as good, often, it is very likely, much better, than those which are accepted.

PRINCIPAL GRANT, replying to the address of a School Board, and referring to the opportunities he has had during his travels of examining other school systems, says:

"The best feature in our system is the comparatively important place held by the school district and local board. I would advocate the gradual increase of the power of local boards, both of Common and High schools. In order that changes in this direction may be effected with safety, people, generally, must take an active interest in the matter, and why should they not? Can anything else be to them of such interest as the education of their children? Electing the fittest men as trustees, they should gratefully acknowledge their services when they discharge faithfully the duties of their high office. They

should honor teachers, make their tenure of office secure, pay them liberally, and promote them fairly. Above all they should remember that they cannot discharge themselves of all responsibility for their children's education by throwing it upon the teacher. Home ought to be the best school. Wherever this is rightly understood the teacher's work will be effective and comparatively easy."

Educational Thought.

THAT which our school courses leave almost entirely out, we find to be that which most nearly concerns the business of life.—*Spencer.*

THE mind, instead of being a repository of powers which only need to be drawn out, is more like a plant which grows from a seed to its full stature.—*Johannot.*

WHERE will the coming men find an object of thought and feeling, of knowledge and skill, that does not have its tenderest rootlets in the years of childhood? What subject of future instruction and discipline does not germinate in childhood?—*Froebel.*

HAPPY the teachers who have to do with intelligences naturally curious! But especially happy are those who know how to excite curiosity and to keep it active. For this purpose we must skillfully appeal to the tastes of the child and favor them, yet without overtaxing them. Eagerness to utilize a taste may kill it.—*Compayre.*

THE teacher should carry to his work an abiding faith in the divinity of the human soul. He should see in the least promising of his pupils the probabilities of a nobler future. It is this faith that is both as a shield and anchor to the weary, overworked teacher. Every boy and every girl, however dirty the face, however ragged and scanty the clothing, however repulsive the countenance, is worth saving. There is something in the world for them to do. If rightly instructed they may become a blessing and an honor to the community, instead of a curse. This work is no less attractive to the true teacher than instructing the more favored children of fortune.—*Normal Index.*

To train pupils to correct habits of study and work, this I conceive more important than any other object presented. Education, in my mind, is chiefly the formation of correct habits. If the pupil's idiosyncrasies are not in a measure brought under control, he is left, as it were, untrained, undisciplined, and will never accomplish the best of which he is capable. The habits, perhaps, the most desirable and urgent for the pupil to fix upon himself are, first, systematic procedure in the use of time and other opportunities; second, the habit of earnest and intense activity while engaged; third, the habit of enjoying his work, and not looking upon it as a burden and a curse.—*President Holdbrook, in Normal Exponent.*

It can not be too often insisted on that examination is a good educational servant, but a bad master. It is a useful instrument in the hand of a teacher to test his own work, and to know how far his pupils have followed and profited by his teaching. But it necessarily exerts a fatal influence whenever it is made of such importance that teachers simply conform to an external standard, lose faith in themselves, sink into the position of their own text-books, and give but little of their own personality to their work. It is true that it is necessary to test the work of teachers; but it is not necessary, for the purpose of doing so, to take the whole soul out of teaching. If examinations are to be defended on the ground that they test the efficiency of teachers, then we reply that other and better ways of doing this are to be found, and must be found. We admit quite frankly that they can only be found and pursued at the price of some trouble and experiment on the part both of parents and those responsible for the conduct of teaching; but if trouble, and thought, and experiment are to be spared in this great matter, we had better at once resign the hope of attaining any moral and intellectual results of real value from what we are doing.—*From "The Sacrifice of Education," in the Popular Science Monthly for January.*