

Contemporary Thought.

TEACH religion at home; teach morals and manners at home, if you mean they shall have good ones: but don't do it by dogmatizing. Have order and system, but don't have too many rules. Don't depend on Church and Sunday-schools to teach the children religion. They are helps, but no good unless practice at home coincides. Rules are no benefit if allowed to be broken. One is enough if enforced, namely: "Do as you would be done by," and never let an opportunity pass to illustrate it by practical example. Enforce promptness and diligence in work and study. Cultivate reverence in your family; reverence for age, for persons in authority. Reverence is the foundation of good manners.—*Ex.*

MR. C. LE NEVE FOSTER and Mr. Gregory, the gentlemen appointed by the Royal Commission to report upon the minerals and rocks shown in the Exhibition, have just completed their examination of the Canadian exhibits. Mr. Foster, who reports more particularly upon the minerals of economic importance, ores, building stones, etc., spent a day and a half in an inspection of Canadian exhibits, and expressed himself much pleased with the extent and excellence of the collection brought together by the Geological Survey. He was especially pleased with the large series of silver ores from the Port Arthur district, on the west shore of Lake Superior, many of which are very rich, and expressed the opinion that as that country becomes opened up, it will become one of the most important mining districts in the Dominion. Mr. Gregory, the other gentleman appointed to inquire into Colonial minerals, reports more particularly upon the minerals of scientific interest, and those used in the fine arts, for jewellery, etc. Of these Canada has not many on exhibition, the collection consisting almost exclusively of minerals and rocks of more immediate economic importance.

THE Right Hon. A. W. Peel, Speaker of the House of Commons, distributed recently the prizes in connexion with the Cambridge local examinations at the Town Hall, Leamington. Mr. Peel pointed out that since the beginning of the present century education had completely changed. Then, as witty Sydney Smith said, a university education was practically restricted to Latin and Greek, whether a man was intended for a clergyman or a duke, and the student was taught to estimate his progress in real wisdom by his ability to scan the phrases of the Greek tragedians. He was not decrying Latin and Greek—both were excellent in their way—but it was quite possible to give them undue prominence, and to neglect those things which the spirit and requirements of the time rendered absolutely essential. Since Sydney Smith's days everything had been changed, and the Universities of Oxford and Cambridge were now engaged in honourable rivalry in promoting university local examinations, and in sending out men of the highest attainments to lecture on special subjects. They had tested the character of schools, and had raised the standard of education; and they had affiliated to them provincial colleges. The authorities of the centres of university educational culture had thus done their part, and a hearty and ready response was being made from the schools and educational centres throughout the country.

"A CRY, and certainly not a senseless cry," says the *Week*, "has been raised by a correspondent of the *Mail* about the overcrowding of the professions. We have pointed more than once to one source of it—the one-horse university system, which, by lowering the standard of graduation, as it inevitably does, tempts into learned professions a number of youths whose proper calling is agriculture or trade. The remedy is a high standard, which can be maintained only by a national university. The number of those who graduate at present is too large for the intellectual labour market, and the result is a glut, which will be aggravated if women enter the professions. Convocation orators talk as if it ought to be the great object of our aspirations to extend university education to every farmer and mechanic in the land, and unthinking audiences applaud the noble sentiment. Experience proves that youths who have been at college, even at an agricultural college, never go back to farm work or to the store. A showy and pretentious system of public education has also a good deal to answer for, though rather in the way of overcrowding the cities than the professions. It is the reputed custom of the Jews to teach every boy, no matter what may be the condition of his family, some handicraft on which he can fall back in the last resort, as the means of making his bread. The custom is not unworthy of imitation; it might save graduates for whose intellectual labour there is no market from helpless destitution or worse."

WE now have a true theory of the influence of the environment on an animal. Sensation being understood, the animal proceeds to adapt itself to its surroundings by the adoption of appropriate habits, from which appropriate structures arise. Without such response on the part of the animal, the greater part of the world would have remained uninhabited by all but the lowest forms of life, and these too might have been extinguished. From the simplest temporary methods of defense and protection, animals have developed the habits of laying up stores, of building houses, of the arts of the chase, of migrations over wide territories. There can be no doubt that the constant exercise of the mind in self-support and protection has developed the most wonderful of all machines, the human brain, whose function is the most wonderful of phenomena, the human mind. And the acts of other parts of the organism, which have been the outcome of this process, have produced the varied structures which to-day constitute the animal kingdom. It is thus shown to a demonstration, by means of the principle of kinetogenesis, that evolution is essentially a process of mind. The source of the consciousness, which is back of it, is at present an unsolved problem. That it has existed and does exist, there can be no question, and there is no sufficient reason for supposing that it will not continue to exist.—From "*The Energy of Life Evolution*," by Professor E. D. Cope, in *Popular Science Monthly*.

THE following sketch of Ex-Mayor Edson's (of New York) business career appeared recently in the weekly *Tribune*: "I have never taken what might be called an active part in politics, and have not undertaken to master the intricacies of the profession of a politician. I have never met with any great success in my life. I have never

entered into the field of speculation, but have always adhered to my legitimate business. I might have been much richer or much poorer if I had gone outside of what might have been called the legitimate but comparatively slow way of making money. I have never had the idea that very great riches lead to very great happiness, or that happiness is proportionate to the size of the purse. My parents," said Mr. Edson, "taught me in the most impressive manner the precepts of honesty, sobriety and integrity. I have endeavoured to make my life conform to their teaching, and to that I attribute whatever of success I have met with. The rules that I have followed all my life, and which I regard as necessary to success in business, are:—

"1. Close attention to details. And this means sometimes working nights and during hours usually devoted to recreation.

"2. Keeping out of debt. Regulating expenses so as to keep within your income, and at all times to know just where you are financially.

"3. The strictest integrity. It is rarely that a dishonest man succeeds. He does sometimes, but not often.

"4. Being temperate in habits.

"5. Never getting into a lawsuit. Business ought to be conducted in such a way that there will be no need of lawsuits, and it is better, often, to suffer a little wrong than to get into court about it."

ESPECIALLY interesting is it at this moment to notice that the schools of Quebec are supported by State grants, a school tax, and by monthly fees. Thus Quebec's common schools are not "free," and in this respect differ essentially from those of Ontario. "We consider," said Mr. Ouimet, "that the fee is a good thing. The parent is thought with us to have a natural duty to perform towards his child in the provision of educational facilities." The supporters of the fee system in England may, indeed, find in Quebec a ready instance from which to draw favourable conclusions, for Mr. Ouimet shows that the present arrangement works satisfactorily. One great point of difference between the English and Quebec systems must, however, be borne in mind in considering this phase of the question. In England, one great argument in favour of "Free Education," or rather the abolition of fees, is that gratuitous instruction must necessarily follow compulsory education; that the State saying to a parent, "You shall educate your children" cannot logically ask that parent to pay for the education of which it compels him to allow the child to take advantage, even at the loss of the present wage-earning value of the boy or girl. In Quebec, however, the attendance of the child is not compulsory, though the payment of fees is. Thus a parent may keep his child away from school entirely and suffer no penalty for non-attendance such as is known in England. All that is required is the regular payment of the monthly fee, which cannot exceed fifty cents (2s.), or be less than five cents (2½d.), and only for its non-payment can proceedings be taken. It is easy to see how such a system would result in greatly increased irregularity of attendance in England. In Quebec, however, it would not, happily, seem to be so. The children are, it appears, sent to school regularly and the fees are readily forthcoming.—*Canadian Gazette*.