

is that the presentation of them to the mind in a certain light, and with certain connexions, "constitutes their rational explanation."

Q. What is meant by "constitute their rational explanation?" A. That the kind of presentation referred to is such an explanation as satisfies the reason of a man.

Q. Now can any of you, looking carefully at this sentence, shut your book and give me the substance of it in your own words? A. The author says that "things to which we are accustomed are not always seen in such a way as science requires them to be looked at, and that the way of looking which science requires gives us an explanation of these things which satisfies our minds."

Teacher. Now take your slates and go to your seats. Your composition lesson to-day will be putting these two sentences in your own words. In doing this you may make as many sentences of them as you please.

I select the above sentence from Herschell, because it is representative

of the kind of prose reading suited to the age of fourteen—the transition from the upper primary to the secondary stage of education. Of this secondary stage all that can be said is, that you go on as you have begun, and so meanwhile I dismiss it. I have made an important distinction between training and discipline—a most important distinction in its practical bearings on the growth of the child as a moral being also (if this were the place to speak of that) as well as an intellectual being. You will now see that you cannot carry a boy through such a passage as that from which I have taken a sentence, without giving him intellectual *training*, as well as substance of instruction. He is induced to accompany the writer step by step, in his thought, and so, without being aware of it, he is being exercised in the processes of thought, by identifying his own thought-activity with that of another and more mature mind. If there is intellectual training (as distinct from discipline) to be got anywhere, it is surely to be got here.

MR. BALFOUR ON ART AND BOOKS.

THE Right Hon. A. J. Balfour, M.P., on August 29th, visited his old constituents at Hertford for the purpose of opening the Public Library and Art School, which has been erected to commemorate the jubilee of the Queen.

Mr. Balfour said: "For my part I attach very high value to this solid instruction in art principles. Not very long ago art was supposed to be the monopoly, so far as I have been able to observe, of young ladies in the schoolroom. They were taught, whether they had an ear for music or not, a certain number of scales and five-finger exercises; and, whether they had an eye for colour or not,

they were taught a certain amount of water-colour drawing. And the art instincts of the community were supposed to be satisfied with these operations. Whether much substantial advantage was derived by the pupils or their friends, I have never been able to convince my mind. For my own part, I do not believe that anything whatever is really gained by a varnish of superficial accomplishments. The art classes under the Science and Art Department of South Kensington aim at something much more solid and much more permanent. They do not profess to regard art training as a mere decorative accomplishment, which is to take the place, in young