

The day for parrot work, for stuffing, for mere book teaching, for stultifying and dwarfing, for lifeless, repulsive schoolrooms is forever past. Now, our little ones begin their education with glad activity. They see, and hear, and taste, and handle. They feel, and choose, and do. They begin with nature and oral teaching, and from ideas are led to words, from words to definitions, then to books. They tread surely, because every step rests on a rock of personal experience. They move on cheerily, because each lesson opens up new beauties. They grow strong, because each step is a victory.—*American Journal of Education.*

EDUCATIONAL POSTULATES.

The first duty of the State is self-preservation. General intelligence is the only means by which it can be obtained. All homes are not centres of intelligence, therefore schools are necessary in order to supply the deficiency. Children should grow up intelligent, therefore they should attend school.

Parents have no right to destroy the security of the State. If they prevent their children from attending school they must be judged and treated as open enemies of the commonwealth. No single individual has any right to set himself against the public good. The law has a right to say to such parents: "You have no right to destroy public prosperity," and it has a right to take children from such families and place them in school, and require them, when there, to obey its reasonable requirements. Schools are necessary for general security, and therefore should be paid for by all.

Public security is just as much more valuable to the rich man than to the poor man, as his property is larger; therefore he should pay a proportionately larger tax, and this whether he has children or not.

Higher education is not a private luxury, but a public necessity; therefore the State is bound to encourage it to the extent it is demanded.

As good teaching is necessary to the well-being of the State, it is important it should secure the best talent that can be had, for if it must have good schools it must have good teachers. They must be educated, and the means of obtaining this special training for their work must be supplied by the State. Normal Schools, supported by the State, are as much a necessity as common schools and common school teachers, supported by the State.

Teachers should be required to be prepared before they enter the school-room, but the State must also be prepared to support them after they do enter it. The demand of the State should be for those only who are of mature age and qualified to guard its interests. All who are thus qualified should be encouraged to remain in the profession, and the pay should be sufficient to render it an honorable calling, desirable in the estimation of the most talented and ambitious scholars.—*Barnes' Educational Monthly.*

HOW TO WRITE.

Few people ever learn to write with telling effect. If they would just plainly say what they think, without roundabout phrases, and without being haunted at every step with the thought of saying fine things, and the necessity of moving on stilts in order to show style, they would be more interesting and effective. William Cullen Bryant once made the following sensible remarks to a young man who had offered an article for the *New York Evening Post*:

"My young friend, I observe that you have used several French expressions in your letter. I think if you will study the English language, that you will find it capable of expressing all the ideas that you may have. I have always found it so, and in all that I have written I do not recall an instance where I was tempted to use a foreign word, but that, on searching, I have found a better one in my own language.

"Be simple, unaffected; be honest in your speaking and writing. Never use a long word when a short one will do as well.

"Call a spade by its name, not a well-known oblong instrument of manual labor; let a home be a home, and not a residence; a place, not a locality; and so on of the rest. When a short word will do, you always lose by a long one. You lose in clearness; you lose in honest expression of meaning; and, in the estimation of all men who are capable of judging, you lose in reputation for ability.

"The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a thick crust, but in the course of time truth will find a place to break through. Elegance of language may not be in the power of us all, but simplicity and straightforwardness are.

"Write much as you would speak, and as you think. If with your inferior, speak no coarser than usual; if with your superior, speak no finer. Be what you say, and within the rules of prudence. No one was ever a gainer by singularity of words or in pronunciation. The truly wise man will so speak that no one will observe how he speaks. A man may show great knowledge of chemistry by carrying bladders of strange gases to breathe; but one will enjoy better health, and find more time for business, who lives on common air."

Sidney Smith once remarked: "After you have written an article, take your pen and strike out half the words, and you will be surprised to see how much stronger it is."

THE EMOTIONS OF CHILDREN.

A little child eleven months old was pleased to hold the nursing-bottle, and to eat various foods; he loved to play; he showed affection for his parents, and made some difference in this respect between different persons that he liked. He showed aversion to some inanimate objects (hammer syringe); for a little black barking dog; and for the caresses of a neighbouring child seven years old, who had played him more than one trick. The organization of children being more feeble than ours, their motions are short-lived, and things the most disagreeable or painful do not long remain so.

Animal Sympathy.—Children love animals, but in a purely egotistic fashion. A child six months old, left alone with a turtle, half tore off one of its feet, and when his nurse came was pulling at another with all his might.

Human Sympathy.—One child a year old, coming home after a month's absence, paid no attention to a cat and dog that he knew well, but with a smile reached out his arms to an old servant. Children have only a germ of true sympathy. A little child four years old lost one of his dearest companions. The father of the dead boy took him on his knee while sobbing. The child escaped, frisked about for a little, and, coming back to the afflicted father, said, "Now Peter is dead, you will give me his horse and drum, will you not?" Sometimes more sensibility is manifested; a baby of sixteen months would cry to the shedding of hot tears on seeing his father take a shower-bath. The same child at the same time was the terror of cats.—*From "The First Three Years of Childhood," in Popular Science Monthly for March.*

—Col. Labranche, commanding the 65th Mount Royal Rifles, has written a letter to the *Montreal Herald* suggesting that military drill should be a part of every Canadian's education. In speaking of the letter the *Carlton Place Herald* says: "We consider this subject a matter of great importance, and would recommend its most careful consideration to every friend of education. The country is at a good deal of expense in the training of a militia force; but a much more valuable—at all events a very valuable—amount of training could be obtained at little or no expense, if proper arrangements were made in the public and other schools. Boys like drill. It is as good as play to them as an amusement, and better than play as a means of developing every muscle in due proportion, without disparaging any, for the advantage of others, in the man which occurs with many descriptions of exercise. Drill, to use the appropriate military word, sets a man up, and, in one great particular, confers upon the veriest lout the external bearing of a highly bred man. This being the case, there appears to be no reason why boys at school should not be drilled as part of the educational course."

TO DIE IN THE LAST DITCH.—Hume says that the origin of this phrase may be ascribed to William of Orange. When Buckingham urged the inevitable destruction which hung over the United Provinces (Holland), and asked William if he did not see that the Commonwealth was ruined, the prince replied, "There is one certain way by which I can be sure never to see my country's ruins, —'I will die in the last ditch.'"