

manual training, and ultimately by seminary methods generally—always one and the same principle. This name has been adopted by a new magazine to appear in January. *The New Education* would aid parents, kindergartners, teachers, to guide educational practice to a faithful following of this principle. It would diffuse helpful suggestion and carefully formulated precept; it would arouse enthusiasm, sustain courage, establish steadfastness, secure efficiency. It is to be edited by W. N. & E. L. Hailmann. Simpson & Co., 841 Broadway, N. Y., are the publishers.

The Chautauquan for February has, amongst the many others in its lengthy table of contents, the following: "Earth," by J. S. Billings, M. D.; "Women in Greek Literature," by Emily F. Wheeler; "Sunday Readings," selected by Bishop Vincent; "Some Practical Phases of Electricity," by Franklin Leonard Pope; "The Poems of Lowell, with a Glance at the Essays," by John Vance Cheney; "The Homes and Home Life of Robert Burns," by Prof. Lewis Stuart; "Militarism and Social Reform in Germany," by Colonel Franz Schumann; "Practical Suggestions in Art," by Lina Beard; "Street Scenes in Tokio," by Helen Strong Thompson; "Why Not a School Reform in Germany?" by Prof. Fleischmann; "Relationship between Physical Income and Expenditure," by Dr. Mary E. Grady. The editorials treat of "Two Notable Heresy Trials," "Charms and Faults of Young Poets," "Winter Resorts and Who Attend Them." The poetry of the number is by James Buckham, J. Edmund V. Cooke and John W. Eddy.

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

The Story of the Bible, from Genesis to Revelation, told in simple language for the young. By Charles Foster. World Publishing Company, Guelph, Ont.

The aim of the author of this work, the need for which was suggested to him during many years' experience as a teacher of Scripture in the Sunday-school and the home circle, was to give a simple version of the many portions of the Bible, which would not only give its stories, precepts and doctrines, in a continuous form, but would also show the connection and unity between the Old and New Testaments. He has endeavored to include all of Scripture that may profitably be used in such a work, to follow closely the sacred narrative; to add no more of comment than is necessary to make the meaning and connection clear, and to employ such simple language and forms of expression as would be readily understood by children and uneducated adults. This work has been well done. The illustrations, many of which are evidently reproductions of the works of painters, will add to the interest of the narrative. The book is printed and manufactured in Canada. It contains about 750 pages. The type is clear and of good size, the binding neat and attractive.

Expert Book-Keeping. A practical work for the use of business men; shareholders, directors, officers, auditors, etc., of joint stock companies, associations, societies, municipalities, etc., and for advanced students in the science of accounts. By C. A. Fleming, Principal of the Northern Business College, a member of the Institute of Chartered Accountants' of Ontario, author of "The Laws of Business," "How to Write a Business Letter," etc.

This is a very valuable book for the classes of business men for whom it is intended. It deals almost entirely with the formation, incorporation, and book-keeping of joint stock companies, incorporated to carry on manufacturing, contracting, banking and other businesses, insurance corporations, building and loan societies, co-operative societies, churches, partnerships, auditing, investments, municipal book-keeping, etc. In contains

also a good deal of miscellaneous practical information, relating to incorporated concerns. We know no other work that deals with these subjects in so comprehensive a manner. It will be found of special value to officers, shareholders, etc., of all classes of incorporated concerns, as well as to persons preparing for the Departmental examination for commercial specialists in High Schools and Collegiate Institutes.

Teachers' Miscellany.

WHY NOT A SCHOOL REFORM IN GERMANY?

THE anxiety, that upon admission of women the rank in the university would be lowered because as much could not be expected of her as of the stronger sex, has proved to be completely groundless. Woman's mind possesses a liveliness, quickness of conception, and aptitude of combination which enable her to endure every exertion, and experience has taught that the rank of institutions in which women participate, is more liable to become higher. Collected statistics of Cornell University show that since the admission of women, with increased demands on the students, the percentage of students who did not succeed and had to give up the studies fell from twenty-six to sixteen, and that not a single girl failed to pass the examinations.—*Professor Fleischmann, in The Chautauquan for February.*

NATIONAL MILES.

The Irish mile is 2,240 yards.
The Swiss mile is 9,153 yards.
The Italian mile is 1,766 yards.
The Scotch mile is 1,984 yards.
The Tuscan mile is 1,808 yards.
The German mile is 8,106 yards.
The Arabian mile is 2,143 yards.
The Turkish mile is 1,826 yards.
The Flemish mile is 6,869 yards.
The Vienna post mile is 8,296 yards.
The Roman mile is 1,728 or 5,025 yards.
The West mile is 1,107 or 1,335 yards.
The Dutch and Prussian mile is 6,480 yards.
The Swedish and Danish mile is 7,341.5 yards.
The English and American mile is 1,760 yards.

—*N. Y. School Journal.*

CHILDREN HAVE A BETTER CHANCE NOWADAYS.

In those days, I think, the Children's Century had not begun. Children were not regarded as embryo intellects, whose growth it is the pleasure and duty of intelligent maturity to foster and protect. Morals and manners were attended to, desperate efforts were made to conquer their natural disinclination to wash their hands and faces, it was a time-honored custom to tell them to "make less noise," and I think everybody knelt down in his night-gown and said his prayers every night and morning. I wish I knew who was the originator of the nursery verse which was a kind of creed:

"Speak when you're spoken to,
Come when you're called,
Shut the door after you,
And do as you're told."

The rhyme and metre were perhaps, not faultless, but the sentiments were without a flaw.

A perfectly normal child knew what happened in its own nursery and the nurseries of its cousins and juvenile friends; it knew something of the romances of Mrs. Barbauld and Miss Edgeworth, and the adventures related in Peter Parley's "Annual." Religious aunts possibly gave it horrible books containing memoirs of dreadful children who died early of complicated diseases, whose lingering developments they enlivened by giving unlimited moral advice and instruction to their parents and immediate relatives, seeming, figuratively speaking, to implore them to "go and do likewise," and perishing to appropriate texts. The Small Person suffered keen private gangs of conscience, and thought she was a wicked child, because she did not like those books and had a vague feeling of

disbelief in the children. It seemed probable that she might be sent to perdition and devoured by fire and brimstone because of this irreligious indifference, but she could not overcome it. But I am afraid the Small Person was not a normal child. Still she really could not help it, and she has been sufficiently punished, poor thing, even while she has been unduly rewarded. She happened to be born, as a clever but revoltingly candid and practical medical man once told her, with a cerebral tumor of the Imagination.—From "The One I Knew the Best of All; A Memory of the Mind of a Child," by Frances Hodgson Burnett, in the February *Scribner*.


AN ESSAY ON COLUMBUS.

THE story is, that when the boys in a certain school in England were required to write an essay on Columbus, one of them produced this:

"Columbus was a man who could make an egg stand on end without breaking it. The King of Spain said to Columbus: 'Can you discover America?' 'Yes,' said Columbus, 'if you will give me a ship.' So he had a ship and sailed over the sea in the direction where he thought America ought to be found. The sailors quarrelled and said they believed there was no such place, but after many days the pilot called to him and said: 'Columbus, I see land.' 'Then that is America,' said Columbus. When the ship got near the land was full of black men. Columbus said: 'Is this America?' 'Yes, it is,' said they. 'I suppose you are the niggers?' 'Yes,' they said; 'we are,' and the Chief said, 'I suppose you are Columbus?' 'You're right,' said he. Then the Chief turned to his men and said: 'There is no help for it; we are discovered at last.'"

THE LONGEST DAY OF THE YEAR.

It is quite important, when speaking of the longest day of the year to say what part of the world are talking about, as will be seen by reading the following list which tells the length of the longest day in different places. How unfortunate are the children in Tornea, Finland, where Christmas day is less than three hours in length? At Stockholm, Sweden, it is 18½ hours in length. At Spitzbergen the longest day is 3½ months. At London, England, and Bremen, Prussia, the longest day has 16½ hours. At Hamburg in Germany, and Dantzic in Prussia, the longest day has 17 hours. At Wardbury, Norway, the longest day lasts from May 21st to July 22nd, without interruption. At St. Petersburg, Russia, and Tobolsk, Siberia, the longest day is 19 hours and the shortest 5 hours. At Tornea, Finland, June 21st brings a day nearly 22 hours long, and Christmas, one less than 3 hours in length. At New York the longest day is about 15 hours, at Montreal, Canada, it is 16.—*The Christian Intelligencer.*



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