

possessions and achievements that do not exist. Many a good speller is an absolutely unlettered person in any honest sense of the time. For him the value of his ability to spell lies in its enabling him to pass for that which he is not, a lettered person. Since he possesses the sign he is wrongly credited with that which it signifies.

So when teachers are set to work to acquire the history of education from the spelling-book as it were,

instead of getting it as one of the threads or components of a large fabric of knowledge and professional taste, they are encouraged to acquire and parade a sign of something within them which is not there in any real sense. It seems to us that for teachers still dwelling in the rudiments of knowledge and culture their time might be much better spent than in this premature study of the history of education.—*Intelligence.*

PUBLIC OPINION.

CONCENTRATING ITS SOUL ON PENCE.—S.M.D., of Philadelphia, sends *The Critic* this note:—

"In the matter of International Copyright are we, as a nation, asking 'What is just?' or 'Will our books be as cheap?' Shame on us, if our first consideration be a few pence in our pockets, and integrity in commercial dealing our second! Let me send a warning from Ruskin: "A nation cannot last as a money-making mob: it cannot with impunity—it cannot with existence—go on despising literature, despising science, despising art, despising nature, despising compassion, and concentrating its soul on pence."

THE ADVANTAGES OF A COLLEGE COURSE.—We find in the college paper issued by the students of Cornell (Iowa) college a description of some proceedings of the University of Michigan at Ann Arbor on the occasion of the election of Prof. Knowlton as Dean of the law department. The students in this department felt that "there ought to be a demonstration." They held a meeting and decided to be present at 7.30 p. m., armed with Roman candles, a hardwood cane, and one or two brickbats in their coat tails. At the appointed hour they assembled, six

hundred strong, and, headed by two German bands, proceeded to the new dean's home. After the artillery of fire-crackers and sky-rockets, class and university yells, and the dean's speech, the cry went up, "Do the town!" The "doing the town" consists of running everybody and everything off the streets. As this cry spread, every store was instantly closed. "Take the street cars!" was the next cry. But not a car was out. On hearing that the students were in the streets, every one had been run into the station, and was under lock, key, and loaded guns. Not an officer was to be seen. Then they went to a public meeting, and here they were warned that arrest would follow, and they retired. Some of the brickbats were thrown at other students who interfered.

The only suggestion to be made on the above is to the people of Ann Arbor: (1) Make a big jail and (2) keep a police armed with revolvers if necessary; (3) treat a disorderly student just as other disorderly persons are treated. And to the faculty of the university we say that, more important than anything those students will get out of the text-books is the training they will get in good behaviour.