

same time profanely ejaculating, "those horrible grubs." The professor chloroformed his insects, and even after their death did not mutilate them. The very same old woman instructed one of these urchins to break the back of a snake which was only sunning itself for a few moments on her tennis lawn, by percussion with a great rough rod; and never as much as applied a patch of sticking plaster or a drop of pain-killer to its quivering mangled body. The professor wouldn't allow even the skin of his graceful captive to be scratched, and instead of paining it, gave it a copious draught of the best spirits, so that its last moment was the most exhilarating in its life, and then placed it in a respectably labeled glass jar on a museum shelf.

If the boys were brought up under the eye of the zoologist, they would have long before been directed in a more sensible manner, than to allow them to satisfy the promptings of a morbid or misdirected curiosity as the occasion might suggest. There is much inanity, if not gentle insanity, exhibited by certain people in these matters. With so gushing a philotherosity as to shed tears over the miseries of a neglected broomstick, they have sometimes signalized their life work by tormenting the lives out of their own kind. Philotherosity is the word—a morbose affection for wild beasts above all other things in the world.

TEXT-BOOK OF VOLAPUK.

The following letter from the American member of the Academy of Volapuk, formed at the late Congress at Munich, Europe, has been received by Principal MacKay, who feels inclined to endorse it from experience.

CHARLES E. SPRAGUE, 1271 BROADWAY,
New York, N. Y., Nov. 18th, 1887.

PRINCIPAL A. H. MACKAY,
Pictou Academy:

Dear Sir:

I am very sorry that the class in Volapuk took up so very defective a book as Seret's for the study, because I am afraid it will have disgusted them with the whole thing. Mr. Seret, neither understanding German, English nor Volapuk, has made a translation of a Volapuk grammar from German into English, with a result only paralleled by the Portuguese author of "English as She is Spoke!" Not to appear to condemn him on my own judgment alone, I quote what Prof. Kerckhoff, the leading French Volapukist, said in "Le Volapuk," August, 1886.

"W. A. Seret.—Grammar of Volapuk; the language of the world for all speakers of the English language.

Nous déclarons en toute franchise à l'auteur de cette petite grammaire qu'il a rendu un bien mauvais service à la cause du Volapük en Angleterre. Peu familiarisé avec les finesses de la langue anglaise, (l'auteur est Hollandais), ne connaissant

que superficiellement la langue allemande, et n'ayant probablement que des notions élémentaires de grammaire générale, M. Seret a commis une série de bévues, les unes plus étranges que les autres. . . .

Faut il s'étonner que le nombre des Volapukistes de Glasgow (résidence de l'auteur) ait diminué, depuis la publication de cette cacographie."

The dictionary has since been added and is as bad as the grammar. e. g.

Schleyer: jinön, scheinen, (videri).

Seret: jinön, to shine.

Very truly yours,

CHARLES E. SPRAGUE.

As a number of letters were received asking where the above named book referred to in our November issue could be procured, we hasten to insert this caution.

ON THE TEACHING OF GEOGRAPHY.

When we remark the interest that is taken in geographical subjects by the intelligent portion of the reading public on both sides of the Atlantic, the growth and increased number of geographical societies, and the energy and enterprise which distinguish their operations, we might reasonably infer that geography would occupy a conspicuous place in the school curriculum, have a fair proportion of time allotted to it, and engage the best efforts and enlightened attention of the teachers. No doubt there are many schools in which this subject is admirably taught, but there are many also in which the results do not realize our expectations; where the success is far from commensurate with the time which is expended upon the study, and the efforts put forth both by teachers and pupils. Nor is the cause of this failure hard to discover. It is simply because in so many cases no attempt is made to attract the attention or win the sympathy of the children for the subject. Too often the geography lesson is a mere appeal to the memory, a reiteration of dry, dead and uninteresting names, productive neither of instruction nor happiness in the school-room, and forgotten soon after leaving it.

And yet books of travel are read with avidity, and the advance of the explorer as he penetrates, with uncertain footsteps the untrodden regions of some dark continent, is followed with eagerness and enthusiasm. A human interest permeates the book, centered, indeed, in the traveller, but radiating in all directions to the mountains, rivers, lakes, strange peoples, products, religion, climate, in consequence of their connection with him. Hence, we venture to affirm that a reader, rising from the perusal of Livingstone's travels on the Zambesi, will have a clearer