

"Nan, the Newsboy," and his two companions in New York. There is a fine picture of those three young heroes who form the Volunteer Life-Saving Association of New York. The doings of "Hercules Jack" will be of interest to the boys. "The Baby's Morning," "Happy-Go-Lucky," and "Jack-in-the-Pulpit," will delight the very young folks; while "Lawn Tennis," "The Child-Life of Goethe," and "The Aquarium at Brighton," will please those of all ages.

The delightful magazines, *The Sunday at Home* and *Peep-Show*, published by Strachan & Co., London, arrived just as we were going to press.

SCRIBNER'S MONTHLY, August. The brightest number of the year is the holiday number. It contains 160 pages of brief poems, sweet stories, and articles on travel, biography, science, etc. The illustrated articles are: "Whistler in Painting and Etching," "Summer Entomology," "A Peep into Antwerp and Holland," "Haworths," "The Cook of the Confederate Army," "John Greenleaf Whittier," and "Over the Narrowest Gauge." 35 cents a number.

THE ATLANTIC MONTHLY, August. The choice articles are: "The Future of Invention" (worth the price of the number); "Rural England," by R. Grant White; "Recent French and German Essays," "The Latest Literature of Art and Preaching." There is the usual quantity of standard fiction.

APPLETON'S JOURNAL for August has several excellent papers. A very fresh and interesting article, entitled "Moose-Hunting in Canada" by the Earl of Dunraven, is likely to be widely read in this country, and to greatly stimulate the zest for this sport. A wholly different kind of paper is Matthew Arnold's "Wordsworth," which is full of suggestion and admirable criticism. From Mr. Grundy's "Pictures of the Past" are selected "Reminiscences of Patrick Branwell Bronte," and "Leigh Hunt and his Family;" there is a paper on "The Comedie-Francaise," just now so generally discussed; also an article on "The Mirabeaus;" then follow some capital "Wandering Thoughts about Germany;" "A Cornish Saunter," full of entertaining descriptions of a strange country; a New England story, by S. G. W. Benjamin, entitled "Out of the Depths," suggestive extracts from the writings of the German philosopher Schopenhauer, under the title of "Schopenhauer on Men, Books, and Music;" and translations, by Swinburne and others, of a number of poems by Gautier.

## Gleanings.

### THE SCHOOL HOUSE.

Parents who have comfortable houses will frequently allow their children to attend school where everything is wanting to advance the interests of education, to say nothing of civilization. Let us mention a few:

For fifty children, there should be a house with school-room, and comfortable sittings for the children, and it will be profitable also to provide a gallery or class-room, in which a monitor may aid the pupil.

For one hundred children, there should be a house with two class-rooms with comfortable sittings (one for an elementary and one for an advanced division), and trustees are recommended to provide a gallery, also to employ a monitor.

For one hundred and fifty children, a house having one gallery and two good class-rooms with comfortable sittings, or a house having a gallery and two apartments, one for an elementary and one for an advanced department, with a teacher and two assistants. If one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher and assistant in each.

Trustees and school boards should pay attention to the following particulars in the erection of school houses, viz.:

1. The school-house should be but *one story high*, in rural sections.
2. A separate room should be provided for every fifty pupils enrolled in the school. By means of sliding doors, these separate rooms could be thrown into one on special occasions.
3. Provision should be made for one or more gallery or class-rooms in every school, according to its size, as heretofore prescribed.
4. Separate entrances, with outer porches to the school-house, or room, for boys and girls, should invariably be provided, where the number of pupils is over fifty.
5. The entrance porches should be external to the school-house.
6. The external doors of the school-house should open outwards.
7. The school-rooms must be well ventilated.
8. The light should be admitted to the school and class-room behind or at the left of the children, and either from the east or north, but in no case should the children face it.
9. The window sashes should be made to move up and down on pulleys, and the sills should be about four feet above the floor.

10. Each school-house should be provided with a bell.

11. If the house be brick, care should be taken to make the walls hollow, but air-tight, otherwise the walls will be damp inside. All furniture and apparatus, such as desks, seats, blackboards, maps, library, books, and other furniture necessary for the efficient conduct of the school should be furnished.

1. The closet should be masked from view, and its approaches equally so.

2. There should be little or no exposure to mud or wet weather in reaching it.

3. There should be no unpleasant sight or odor perceptible.

4. The apartment should be well finished.

5. It should be kept entirely free from cuttings, pencilings, or markings, and scrupulously clean.

6. There should be, at least, two closets attached to each mixed school, and they should be so separated that neither in approaching nor occupying them, can there be either sight or sound observed, in passing, or from one to the other. This cannot be effected by a mere partition; nothing can secure the object but considerable distance, or extra heavy brick or stone walls resting on the ground. It is a serious error ever to omit this precaution.—*N. Y. School Journal.*

### WHAT IS EDUCATION?

"I call that education which embraces the culture of the whole man, with all his faculties—subjecting his senses, his understanding, and his passions to reason, to conscience, and to the evangelical laws of the Christian revelation."—*DeFellenbergh.*

Education is a proper disposal of all the circumstances which influence character, and of the means of producing those habitual dispositions which insure well-doing.—*Mackintosh.*

"A complete and generous education is that which fits a man to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and of war."—*Milton.*

"To educate the intellect is to unfold, direct, and strengthen it, that it shall be prepared to be, through all its future course, a zealous and successful seeker after truth."—*Alonso Potter, D.D.*

"In a more restricted sense we mean by education the shaping of the individual life by the forces of nature, the rhythmical movement of national customs, and the might of destiny in which one finds limits set to his arbitrary will."—*Rosenkranz.*

Evolution of Education.—The catechism once formed the entire outfit of the school. Education meant, then, *to believe*. The action followed, and education meant next to *know*. This, too, was found hollow, and education was next taken for teaching us how and what *to be*, which again ended in a moral formalism, and in a refined sentimental self-seeking. We expound education as the art of preserving the race by training us what *to do*. *To believe, to know, to be, to do*, and finally the synthesis of all the four, form the complete evolution of education springing up in the order of human faculties, perception, reason, emotion and the will.—*Boyce.*

"The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant and competitive examinations. Some wise man (who probably was not an early riser) has said of early risers in general that they are conceited all the forenoon and stupid all the afternoon. Now, whether this is true of early risers, in the common acceptation of the word, or not, I will not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life, and stupid all its afternoon. The vigor and freshness, which should have been stored up for the purposes of a hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book gluttony and lesson-bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless, childish triumphs before the real work of life begins. I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work which make many a successful man what he is, must often be placed to the credit, not of his hours of industry, but to that of his hours of idleness, in boyhood. Even the hardest worker of all, if he has to deal with anything above mere details, will do well, now and again, to let his brain lie fallow for a space. The next crop of thought will certainly be all the fuller in the ear and the weeds fewer."—*Prof. Huxley.*