

a reputation as a dramatist, little inferior to that he had as a poet. To him is due the credit of having revolutionized the comic drama for the better. Before his comedies of *The Good-natured Man* and *She Stoops to Conquer* appeared, a certain languishing sentimentality pervaded the comic drama. More tears, it is said, were shed at the comedies of that time, than at some of the tragedies. Black remarks that "He hated sentimentalists and all their works, and determined to keep his new comedy faithful to nature, whether the people called it low or not. His object was to raise a genuine hearty laugh; not to write a piece for school declamation." It is needless to say that he succeeded in the object and his best drama, *She Stoops to Conquer*, is as popular as ever on the English stage.

We regret that want of space will not permit us to notice his drama at a greater length, nor have we time to notice his *Biography of Beau Nash*, one that secured to the subject more fame than he deserved. We may conclude by giving Dr. Johnson's opinion, "Goldsmith was a man of such variety of powers and such felicity of performance, that he seemed to excel in whatever he attempted; a man who had the art of being minute without tediousness and generally without confusion: whose language was capacious without exuberance: exact without restraint; and easy without weakness;" and by this sentence from his celebrated epitaph, "Oliver Goldsmith, a poet, a natural philosopher, and an historian, who has left no species of writing untouched by his pen, nor touched any that he did not embellish; whether smiles or tears were to be excited, he was a powerful, yet gentle, master over the affections: of a genius at once sublime, lively and equal to every subject; in expression, at once lofty, elegant and graceful."

NOTES ON EDUCATION.

Health is never at any period of life so precious as in the first years. Then it is confirmed or destroyed, made or unmade. For children under seven the whole teaching that should be naturally conveyed should be through play, if the body is to be trained up healthy as the bearer of the mind, and it is wonderful what an amount of learning can by this method be attained. Letters of language can be taught; conversation in different languages can be carried on; animal life can be classified; the surface of the earth can be made clear; history can be told as a story, and a number of other and most useful truths can be instilled, without even forcing the child to touch a book or read a formal lesson. Under such a system the child grows into knowledge, makes his own inventory of the world that surrounds him and the things that are upon it, and, growing up free to learn, learns well, and eats, and sleeps and plays well. In a child trained after this method, not only is health set forth, but happiness likewise—a most important item in this period of life.—*Dr. Richardson.*

Under the high pressure of our public schools I frankly confess that I take the little children's side in all their little plots to stay away from school a day, when they have been hard at work for many days. If they will be frank and bring the matter before the home tribunal, they can always be sure of one advocate who will plead their cause with a moving eloquence rooted in old memories of half-holidays that are written in letters of gold.—*Robert Collyer.*

Knowledge acquired merely with a view to examination or recitation, is usually very shallow and imperfect, and soon passes out of the mind when the occasion that prompted the effort is passed.—*Dr. Whewell.*