

troduced into the work the results of many of Sir Wm. Thomson's and Prof. Faraday's experiments in Electricity and Magnetism, which considerably increases its value over the French edition.

*Inquirer.*—We cannot answer the question whether the closing passage in Dr. McLellan's recent Presidential address is or is not intended as "a dig" at the Chairman of the Central Committee. As you say, however, the reference to "the careless admissions of a few Mathematical Metaphysicians who sacrificed the certainty of Mathematics for the aberrations of Psychology" was, under the circumstances, a delicate one. The address is so marked by intellectual "neck-craning" and mental tiptoe effort that you must excuse us in refusing to think out the meaning of the other passages you refer to in the Doctor's disquisition. We join you in the hope that the learned Doctor has got down by this time from his super-mundane heights.

*Brant.*—The translation into Latin verse of the stanza from the Rev. John Moultrie's poem, "Forget Thee," is to be found in Kennedy's *Sabrina Corolla*. We quote it for you, appending the original.

OBLITUS UT VIVAM TUI?

"Oblitus omnes ut tui vivam dies?

Cesset avis liquido mulcere silvas carmine:  
Oblitus omnes ut tui vivam dies?

Negligat unda maris tumere sub lunæ face:  
Stiticolosa nulet immemor rosa

Nectareos bibere rorantis Hesperii scyphos:  
Tuo paternum litus effluat sinu,

Vatasque cæreuleo nota colore juga,  
Vultusque amatus quisque, et a puertia  
Plurima deliciis signata plurimis loca:

COURTESY of manner is one of the greatest essentials to a teacher, or any one who aims at success in guiding children on the road to knowledge. Not that they should go through all the formulæ that Chesterfield lays down as essential to intercourse between ladies and gentlemen, but they must show a studied kindness for their welfare and a regard for their feelings.

THE true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.

Quorum simul te ceperint oblivia,  
Excideris animo tu cara, tum demum meo."

"Forget thee! bid the forest-birds forget  
their sweetest tune;

Forget thee! bid the sea forget to swell be-  
neath the moon;

Bid thirsty flowers forget to drink the eve's  
refreshing dew;

Thyself forget thine own dear land, and its  
mountains wild and blue;

Forget each old familiar face, each long-re-  
membered spot:

When these things are forgot by thee, then  
thou shalt be forgot."

J. H. H.—We transcribe for you Frank-  
lin's Epitaph:

"The Body of

Benjamin Franklin, Printer,  
(Like the cover of an old book,

Its contents torn out,

And strip of its lettering and gilding,) •  
Lies here, food for worms.

Yet the work itself shall not be lost,

For it will (as he believed) appear once more  
In a new

And more beautiful edition,

Corrected and amended

By the Author."

It has been suggested, however, that Frank-  
lin was indebted for the idea to Francis  
Quarles, from whose "Divine Fancies" we  
quote you the following:

"The *World's a Printing-House*, our *Words*,  
our *Thoughts*,

Our *Deeds*, are *Characters* of several sizes;  
Each soul is a *Compos'tor*, of whose faults

The *Levites* are *Correctors*; *Heaven Revises*;  
*Death* is the common *Press*, from whence be-  
ing driven,

We're *gather'd*, sheet by sheet, and bound  
for *Heaven*."

A CONTEMPORARY has a wise article on "Common School Education," in which firm ground is taken against the cramming of children's heads with special studies. It says:—"They are forced into the minds of pupils at an age when the reasoning powers are undeveloped and the memory in its highest state of receptivity. Obviously, that is the age when elementary facts should be laid in store, and when the art of using facts should begin to be taught in that careful and guarded way which takes care not to anticipate development.