

etiquette. When speaking of two persons at the same time, one of whom is much higher than the other, we have to add to the name of the latter both a particle of respect and one of humility, to indicate our respect for him, and also to show that a still greater honour is to be bestowed on the other person mentioned, on account of his superior condition and rank. Thus, to speak Japanese in a fairly correct manner, we have constantly to consider the person in whose presence we speak, the person to whom we speak, and the person of whom we speak, and this is often extended even to things or objects belonging to or sustaining any relation whatever to such persons. As to the written or book language, of which we may treat on some other occasion, it is fraught with so many and such inextricable difficulties, that Father Oyanguren declared it to be "simply an artifice of the devil to keep the Gospel out of that country." In fact, the Bible has never yet been published in Japanese. A complete manuscript translation of the Scriptures, by the Rev. Mr. Brown, missionary at Yokohama, was unfortunately consumed in a late conflagration in that city.—*Prof. Rahrig, in American Educational Monthly.*

7. A VILLAGE SCHOOL IN BENGAL.

A writer in *All the Year Round* describes a village school in Bengal:—

"Entering the village we stop at a small house whence issues a monotonous chorus of childish voices. It is the village academy, presided over by a venerable moonshee, who, to judge from his appearance and that of his surroundings, lays claim to no great erudition or high position among the learned of the earth. In matters temporal he seems to be on a level with his juvenile scholars, some twenty half-naked brats of from four to eight years old, who, seated in a semi-circle round him, are taking their first, and apparently most nauseous, sip of the Pierian spring. The schoolmaster rises and greets his patron with a grateful smile and a respectful obeisance. 'Well, and how are your scholars getting on?' asks the magistrate. 'As well as they can, poor little fellows,' replies the dominie, turning with a pleasant smile to his class of little urchins, whose chubby faces immediately reflect their master's good humour. 'Will you let them repeat the alphabet, moonshee? My friend here wishes to hear them?' The schoolmaster turns to his scholars, elongates his face, and opening his mouth until all his other features seem to disappear in the capacious cavity, eliminates therefrom a loud 'ar,' a cry which his young pupils take up with equal gusto, if not with equal impressiveness. So they go through the whole alphabet, chanting in chorus every letter.

This method of attaining a knowledge of the elements of learning has been handed down to the present time from the earliest ages of the country. But the course of instruction pursued at this government school—which, as its name implies, is under the patronage and protection of the Indian Vice-royalty—soars higher. The branches of education taught, or attempted to be taught, are those in common use throughout the academies of England, divinity excepted; but an English child ten years old will shew a more appreciative understanding of every subject than any of the students at our government academy. These latter will, indeed, if required, write you out, from memory, a problem from Euclid, or translate you a portion of *Delectus*; but the former production will be a mere hotch-potch of mathematical terms, unconnected by any shade of reasoning, and the latter will be a mass of nonsense, bearing no likeness whatever to the original."

8. EDUCATION IN TURKEY.

The question of education in Turkey has attracted much attention for many months, with as yet no results. The Council of State, elaborated a law, but it was too sweeping. It went beyond the possibility of execution. One most decided step of progress is that Turkish female education has begun to be discussed in the Turkish newspapers by Turks themselves. This subject has never been introduced before into a Moslem newspaper. It began in this wise. A Turkish Bey writes from London to a Turkish newspaper in this capital, some rather severe strictures upon Turkish ladies of the better class, comparing them unfavourably with English ladies of the corresponding class. A Turkish lady replies to him in the next number admitting the truth, but laying the responsibility and the disgrace entirely upon the Turkish gentlemen. You are our masters, she retorts; you send your daughters to school with the boys until they are seven or eight years old. They learn little but rudeness. If a few learn to read and write, which, strange to say, they do, it is often forgotten in the secluded harem-life which follows. Comparatively few have private teachers to carry forward their education. Others who do, are subjects of envy, and often of

ridicule. Now instead of accusing us of utter vanity and frivolity, give us a reasonable education. Give us female schools, under competent female teachers. Give us books. Allow us access to the Turkish libraries connected with almost every mosque of the city, and if we make no good use of what now seems so precious to us, then accuse us, and we will take the blame to ourselves. The lady has decidedly the best of the argument. Some attempts at female schools have been made by the Turks within the past fifteen years, but the time had not come. It is, however, surely coming, and this discussion will help it forward.

But while the Government is doing little, there is one Turkish gentleman of most remarkable character, who is an indefatigable labourer in the cause of common education. Were there a dozen such men, they would transform the Empire. I refer to Amhed Bekif Effendi, formerly Ambassador in Paris, afterward Minister of Evcoff (or landed estates), and who has borne with distinguished ability other high offices of State. He is now on the retired list, from entire disagreement with the policy of the present Grand Vizier. He has a splendid library of about 6,000 volumes, well chosen from Eastern and Western literature and science. Although entirely destitute of any other fortune than his library, house, and the most picturesque garden on the Bosphorus, he devotes his time to Turkish literature, publishing some popular or sacred work which sells at a large profit, and then with that profit he publishes a school book and sends it forth at half cost. In this way he has sent into the interior cities and villages many thousands of arithmetics, geographies, histories, and compends of natural philosophy entirely prepared by himself. If he is, in part, driven to this occupation by the restless energy of his character, and a certain imperious force of will to which inactivity would be impossible, still I am persuaded, from long acquaintance with him, that he is incited also by an earnest spirit of patriotism. Turkey must have more of such men, or reform and progress are impossible.—*Tribune Cor.*

9. BOOK STORES IN CONSTANTINOPLE.

There are nineteen book stores in Constantinople. They are mostly kept by Germans and Frenchmen, and do a good business.

III. Papers on Practical Education.

1. NATURAL HISTORY SHOULD BE TAUGHT IN SCHOOLS.

Natural History, in its various departments, is now justly regarded by all true educators as entitled to a prominent place among the studies pursued in both private and public schools.

The study of Natural History including Mineralogy and Geology, Botany, and Zoology, makes the pupil familiar with rocks, minerals, and soils, and with the various forms of plants and animals, and thus enables him to understand and ultimately make available some of the vast resources of nature. This study also trains the pupil to habits of accurate observation, careful comparison, vigorous and logical thinking; it leads to the power of broad generalization, to the enjoyment of the works of nature, a comprehension of the plan revealed in the material world, and gives higher and nobler ideas of the Great Author of Nature.

Until a comparatively recent time the study of Natural History has made but little progress in the public schools. Many, even of the good teachers, have not had the opportunity of preparing themselves to teach this subject; and the necessary aids to the work, that is, books and charts, have been few. But now there are good books and charts in abundance, to aid in this important work, and earnest teachers can easily prepare themselves to give valuable instruction in the leading facts and principles of Natural History.

Besides studying the general subject of Zoology as it is treated in the text-books, the successful teacher will interest the pupils in the study of some particular group of animals, taking perhaps one group one year and another the next, and so on. For example, he may direct their attention specially to birds, and train them to notice each new comer from the warm regions of the South; to note the date of its arrival; to notice its form and the colours of its plumage; its manner of flight; its song; its habits of feeding; and the manner of making its nest and of rearing its young. Such training may lead some to become professional ornithologists, and thus ultimately advance the cause of science. Or, the teacher may interest the pupils in the study of insects. He may encourage them to make a collection, and to learn the names and habits of all the kinds of insects in the township, county, or State, and what kinds of insects are injurious to the crops of the farm, orchard and garden; what kinds are beneficial to the farmer and gardener. Thus some may become entomologists. Observations thus made