

notes, really deserves a more dignified title. It was crammed with matter of an educational character, delivered in that interesting and entertaining style which wins and retains the undivided attention of every eye and ear in the audience. The lecturer gave a review of his schoolboy days, portrayed in life-like word pictures the peculiarities of five of the teachers of his youth, vividly illustrated their errors and abuses, and presented in glowing terms the commendable features of the systems individually established by them. The lecture was inimitable in every particular, and was pronounced by many who were present—persons capable of judging, too—as the best lecture they had ever heard. The subject matter was upon a common everyday topic with which the public generally is well acquainted and in a position to appreciate the various lines of thought discussed. As a lecturer Mr. Hughes is an eminent success. He has a pleasant address, excellent delivery, unapproachable manner, perfect gesture, and the happy faculty of presenting his words in such form that they are immediately grasped and thoroughly understood by every hearer. Mr. Hughes has won for himself a very desirable place in the hearts of our citizens, and he will be greeted by a large and appreciative audience upon the occasion of any future visit to Acton.—*Acton Free Press.*

TORONTO NORMAL SCHOOL.—The Session of the Normal School opened on January 19th, with an attendance of 120 students, 80 ladies, and 40 gentlemen. The proceedings were formally opened, January 21st, at 11 a.m., with the Hon. G. W. Ross, Minister of Education presiding. A large audience was present in addition to the staffs of the Normal and Model Schools.

Mr. Thomas Kirkland, Principal of the Normal School, delivered the opening lecture. After heartily welcoming the students he addressed them on the dignity of the teacher's office, the qualifications required for the due discharge of its duties, and the rewards inseparably connected with a faithful performance of them. The subject on which the teacher operated was not matter but mind, mind made in the image of God, capable of vast improvement, and destined to exist for ever. The work of the teacher was to take mind in its most susceptible state and form it for the great purpose for which the Creator brought it into existence. It was an unworthy conception of the teacher's office to regard it as intended simply to teach the young to read, write, and cypher. The aim of the true teacher was to unfold the powers of thought, discipline the will, inspire the pupils with a love of truth, of virtue, and excellence. The calling was associated with a long succession of the noblest characters. The Apostles of our Lord were teachers. Our Divine Lord Himself came into the world as a teacher. The aim of all the influences which God is exercising over His intelligent creatures on the earth was to teach them, to draw forth, to elevate, and to ennoble their minds. Such being the dignity and importance of the teacher's office, earnest efforts should be given to prepare for its responsibilities, that it should be adorned by skill and scholarship, and dignified by personal worth. One of the qualifications required for the due discharge of its duties was a love of truth for its own sake. He was the best teacher who had the greatest love for truth himself, and the happiest talent for making others understand and love it. The next most important qualification of the teacher is common sense. This was, in a great measure, a gift, but might to a great extent be cultivated by an habitual attention to the subjects of common life. The third qualification was an accurate and comprehensive knowledge of the subjects taught. Accuracy was absolutely necessary to command the unwavering confidence of the pupils. The knowledge of the teacher must also be extensive. It was not possible thoroughly to understand any branch of science without knowing much of various kindred sciences. Certainly no one but a general scholar could teach well any branch of science or literature. The power to investigate truth belonged to science. The power to expound truth belonged to literature. The accomplished teacher required both. Finally, the teacher must have a mind, intelligent, clear, active, largely imbued with patience, kindness, and full of the spirit of teaching. The true teacher must be a Christian, performing the duties of her calling under an abiding sense of responsibility to a higher power. The rewards for services so laborious and useful were inadequate from a pecuniary point of view, but that should not be the principal motive. Teaching had inducements of a different kind which go far to compensate for its pecuniary disadvantages. The teacher was rewarded with the approbation of his own mind, in that he was engaged in a high and noble work. He was rewarded with the respect and esteem of the wise and good, and more especially rewarded in

the affectionate and grateful remembrance of those whom he had trained to virtue, honor, and usefulness. Finally, the faithful teacher was rewarded in the approbation of Him whose favor is life, and whose loving kindness is better than life, and who on the just day will reward those who have faithfully labored in training intelligent and immortal minds for the future duties of the present life, and for the higher duties of the life to come.

Addresses were also given by the Minister, Dr. Davidson, Mr. Clarkson, and Dr. Carlyle.

Literary Chit-Chat.

The January number of the "Andover Review" has reached a second edition.

Houghton, Mifflin & Co. have issued a cheap edition, in two volumes, of James Freeman Clarke's "Ten Great Religions."

The opponents as well as the admirers of Professor Huxley as a scientific theorist will regret to learn that he has become hopelessly deaf.

Macmillan & Co. announce a new edition, in eight monthly volumes, of the Writings of John Morley, uniform with the Eversley edition of Kingsley, issued a year or two since. The first volume, containing Voltaire, will appear this month.

An interesting work, no doubt, will be "Oceana," promised in a few weeks, from the pen of James Anthony Froude. It is to contain the record of his recent journey round the world, including historical studies of the British colonies he visited. An American, as well as an English, edition is to be published.

J. B. Lippincott, the well known publisher of Philadelphia, died Jan. 5, of heart disease. While yet a young man, in 1836, he founded the house of J. B. Lippincott & Co., which has for many years been at the head of the book trade in the Quaker City. The firm has published 3,000 books.—*N. Y. School Journal.*

The book of Appleton Morgan, A.M., LL.B., written four years ago, to prove that Shakespeare was not Shakespeare, or rather that he did not write and could not have written Shakespeare's plays, has now reached a second edition. Criticism, censure, argument, and abuse have all failed to shake the author's faith in his own arguments, and he re-asserts his theory, and adds new evidence.

D. C. Heath & Co., of Boston, will publish, January 1st, "The Temperance Teachings of Science," by Professor A. B. Palmer, of the University of Michigan. It is intended for teachers and pupils in the Public Schools. Its sole object is "to bring all, and especially young people, to the rational conclusion and firm resolve, that in whatever form, as an article of 'diet,' of luxury, or as a beverage, alcohol is harmful; is useless; we will not take it.

"Religion," by Count Leo Tolstoi, a Russian nobleman, is a book which is attracting much attention. The author is a writer of note, and his literature is clear, simple, and forcible. In the present work he pleads persuasively for a direct application of the literal teachings of Jesus as found in Matthew v., 6, 7, to practical life. He holds that the Sermon on the Mount contains the principles of human action that will guide men to the highest happiness, and that a correct interpretation of the commandments of Jesus will lead to universal fraternity, the abolition of war and of the death penalty, the indissolubility of marriage, and a life of purity and simplicity under natural conditions.

Education, hitherto edited by the Hon. T. W. Bicknell and published by the New England Publishing Company, is now owned by Mr. William A. Mowry, who is also editor and publisher. For five and one-half years this standard magazine has been growing in strength and usefulness under the scholarly management and editorship of Mr. Bicknell. It was issued bi-monthly, and occupied a foremost place in the educational literature of the United States. It is now published monthly (except July and August), and, judging by the January number, it bids fair to uphold its high character. In this number there are eleven papers, furnished by some of the leading educationists of America, bearing upon phases of educational thought that are of the deepest interest. The new editor is a sound scholar, an earnest educator, and a brilliant writer, and we believe that he will devote such energy to his work that the cause of education will be much benefited by this excellent magazine. The office is at 3 Somerset street, Boston, Mass. The subscription is \$3.00 a year.