

ony, is certainly devoid of "that peculiar beauty which is perceived when the sense comes out clearly and distinctly by means of a happy arrangement," inasmuch as the variety of suggestions conveyed by the *peculiar* terms employed, as well as by the faulty construction of the sentences, is excessively ridiculous. No writer of taste would *draw* and *extract inferences* from a *tooth*, or speak upon *its point*, unless he were a dentist. Nor would he proclaim *himself a flesh-feeder*. It is true, the writer means, that the cat is the flesh-feeder, but he does not say so, it is left to "*our inferences*."

Lord Kames remarks, "words expressing things connected in the thought, ought to be placed as near together as possible." Surely the oracle has done so! Campbell says, "The sense depends almost entirely on the order." We thoroughly agree with him. Blair observed "A capital rule in the arrangement of sentences is, that the words or members most nearly related should be placed in the sentence, as near to each other as possible; so as to make their mutual relation clearly appear." There can be no question therefore of the mutual relation between "we" and the "flesh-feeder." Again what a happy expression, "*short digestive organs*;" and does not even a tyro in natural history know, that in speaking of "a double tooth," the *inference* is a molar. Furthermore the Carnivora are characterized by their *canine* and *not* by their *double* teeth, and besides the *latter are used for grinding* and *not for tearing* flesh.

Might we we inquire if the *Carnivora* are *not always quadrupeds*! and assuming the answer to be in the affirmative, does not a "two legged bird sound as well as a "carnivorous quadruped?"

Probably many of the children would smile upon hearing that the cat was *wholly*, instead of *highly*, carnivorous, and might have a dim remembrance of having seen Pussy eat bread and potatoes, and lap milk. Perhaps, however, Natural History *taught in this way*, "would get pupils over the wearisome bitterness of their learning," and though the teacher might not meet the reward of Owen, and be deemed "a demigod for the time," yet as practice makes perfect, so his efforts might ultimately culminate in success, especially, if after descanting upon the physical properties, and the wear and tear of that bone with which Sampson astonished his Philistine audience, when delivering his great lecture on "moral suasion," he were to place the *typical* animal before them.

The great fault of our National system is that it only instructs, it does not educate; hence, no matter what position in society a man may occupy, if his origin was plebeian and his former occupation menial, it seems impossible to prevent the detection; his early culture will crop out, verifying the pungency and truth of the old couplet,

"You may spangle and dress up a man as you will,  
But the stamp of the blackguard will stick to him still."

How different is the result where the Educator is "born in the purple," i. e. properly trained and instructed from his youth; how capable he then becomes of moulding the minds of his pupils, like an Arnold, and what a contrast do men thus fashioned present to those who have been merely instructed. Nevertheless, let us hope that a brighter day may yet dawn, and a correct estimate be formed of the learned empirics that abound in "this Canada of ours."