

the memory. What is really needed is not an enormous number of details, but an intelligent comprehension of the broader aspects of history—a general view of the direction of progress, of its leading stages, and of the great forces by which it has been effected. In no other way is the imagination touched by the subject and curiosity awakened and sustained. At the same time it is to the individual element that attention should be chiefly directed. We all know that in the long run general causes are even more effectual in producing change than the influence of individual minds; but these causes can always be most forcibly suggested by the study of individuals. Luther did not really produce the Reformation in Germany; but acquaintance with his character and activity forms by far the best introduction to the study of that vast movement or series of movements. The age of Louis XIV. is not summed up in him, but it is most readily understood if its main facts, so far as France is concerned, are grouped around his name. The difficulty is that in using the foremost name of an age in this way, ordinary schoolmasters are apt to overlook everything with which it has no direct connection. Yet nothing is more certain than that history should include a reference to all the deepest elements of national life. It is not less important to understand the work of Michael Angelo than of Pope Julius II, or the works of Shakespeare than that of Queen Elizabeth. Politics, literature, art, and all other great departments of activity exercise more or less indirect influence on each other; and when the whole movement of a people is studied, none should be left out of account. So long, however, as they are not the object of special study, they can of course be presented only in general outline.

There is one reform in the teaching of history which is urgently needed; and that is its intimate association with geography. At present, maps are too often not referred to in connection with history, and when they are the reference is usually only to maps of the world as it is now divided. This is the source of endless blunders. A boy, for instance, hears of Saxony in the twelfth century; he at once thinks of the Saxony of to-day, and the chances are that he never quite gets over the confusion. Even when no absolute mistake results from the existing system or absence of system, it neglects an obvious mode of making the mind retentive. Every school in which history forms part of the course ought to be provided not only with maps, but with a series of historical maps; and not a town or boundary should be named without instant reference to its position. If this was done history itself would be more intelligently learned, and geography, now one of the dullest of studies to young people, would receive fresh interest. It will be all the better if, when geography is the direct subject of study, it should be illuminated by as many allusions as possible to historical associations.—(From the London Globe.)

Spectacle of the Heavens.—I had occasion, a few weeks since, to take the early train from Providence to Boston; and for this purpose rose at two o'clock in the morning. Everything around was wrapped in darkness and hushed in silence, broken only by what seemed at that hour an unearthly clank and rush of the train. It was a mild, serene midsummer's night; the sky was without a cloud, the winds were hushed. The moon, then in the last quarter, had just risen, and the stars shone with a spectral lustre but little affected by her presence; Jupiter, two hours high, was the herald of the day; the Pleiades, just above the horizon, shed their sweet influence in the east; Lyra sparkled near the zenith; Andromeda veiled her newly discovered glories from the naked eye in the south; the steady Pointers, far beneath the pole, looked meekly up from the depths of the north to their sovereign.

Such was the glorious spectacle as I entered the train. As we proceeded, the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest; the sister beams of the Pleiades soon melted together; but the bright constellations of the west and the north remained unchanged. Steadily the wondrous transfiguration went on. Hands of angels hidden from mortal eyes shifted the scenery of the heavens; the glories of night dissolved into the glories of the dawn. The blue sky now turned more softly gray; the great watch stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky, the whole celestial concave was filled with the inflowing tides of the morning light, which came down from above in one great ocean of radiance; till at length, as we reached the Blue Hills, a flash

of purple fire blazed out from above the horizon, and turned the dewy tear drops of flower and leaf into rubies and diamonds. In a few seconds the everlasting gates of the morning were thrown open, and the lord of day, arrayed in glories too severe for the gaze of man, began his course.

I do not wonder at the superstition of the ancient Magians, who, in the morning of the world, went up to the hill tops of Central Asia, and, ignorant of the true God, adored the most glorious work of his hand. But I am filled with amazement when I am told that in this enlightened age, and in the heart of the Christian world, there are persons who can witness this daily manifestation of the power and wisdom of the Creator, and yet say in their hearts, "There is no God"—Edward Everett, at the inauguration of the Dudley Astronomical Observatory.

Rest—Repose—Sleep.—One needs rest from cares, watchings, and mental excitement quite as much as from manual labor. Indeed, brain work is much more exhausting than mere bodily work. One may set his physical machinery in moderate motion, and keep it in vigorous action, with brief stops to lubricate or feed, day in and day out, without exhaustion. Manual laborers, who do not dissipate, are invariably sound sleepers; while the writer, teacher, speaker, and thinker, is liable to wakefulness, owing to his greater mental activity.

The laborer needs rest, food, and sleep to restore him; while the thinker needs these, and also a period of mental repose before sleeping, to establish equilibrium between body and brain. His mind must not be kept on a stretch. The mental bow must be unbenched, or even his sleep will be fatiguing instead of restful and restoring. Watching night after night with the sick, and sleeping in snatches, is unsatisfactory. Besides, the duty of vigilance obliges the watcher to carry his or her patient constantly in mind, and this wears one out.

When possible, we should so shape our course as to take enough out-of-door fresh air and physical exercise to bring all parts of our physical and mental machinery into harmonious action and give the whole ample time for rest, repose, and recuperation. Sound sleep is 'nature's sweet restorer.' Let us make sure of this, even though our food be insufficient. Good sleepers seldom go crazy. Poor sleepers are liable at any time to break down, get off the track, commit indiscretions, become irritable, seek to injure others, commit suicide, or culminate in a lunatic asylum.

No exact rule as to the time one should sleep can be given. One is satisfied with six hours; another wants eight; and another ten. Children should sleep from one-half to three quarters of the time. Adults may do with less. Very few under eat; very many under sleep.

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