

language only slightly. Maintain as far as you can, the style of the extract and be careful that the result shall be a piece of perfectly readable intelligible English. I should like to add. Be guarded in the use of this exercise. It is apt to be anything but beneficial if used carelessly. It is not at all a good thing for pupils to have practice in turning good poetry into bad prose, and that is what will happen if undeveloped minds are set to work on Tennyson's *Idyls* or Milton's *Paradise Lost*.

In all our lessons on language, in whatever grades, our aim should be to cultivate a love for reading, a power to know good from bad and a preference for the good.

Says Bishop Hall, "What a heaven lives a scholar in, that at once, and in one close room, can daily converse with all the glorious writers and fathers and single them out at pleasure." The production of this genuine pleasure in and love for the best in literature, is the true test of success in the teaching of this subject.

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FOR THE REVIEW

Education Abroad.

In Norway, Denmark and Sweden there has been a very considerable agitation for a few years with reference to educational reforms. In Norway especially has reform been radical, the practical subjects being brought to the front. Among other changes scholarships have been established in the universities for journalists. Perhaps it is after all more important that the state should supervise the educational and moral qualifications of those writing for the public press than some of the other professions for which regulations have been laid down.

In Norway Latin and Greek are henceforth to be excluded from the curriculum of the regular high school. A similar law was discussed in the parliament of Denmark but did not pass. In Sweden, the agitation has not yet reached the acute crisis of legislative consideration on account of the firm position of the government against the exclusion of the Greek and Latin classics from the public high school course.

In Ontario, as elsewhere, it would appear from the discussions in the legislature, college graduates fight against the necessity of normal school training. There can be no stronger argument in favor of the necessity than the style of men who confess themselves to be shut out of the profession by this regulation, or if not shut out, impeded thereby from entering into the enjoyment of the emoluments of trained and effective teachers without the training or the kind of culture desirable for our schools.

SCIENCE AND THE COLLEGES.

I am certain that I voice the sentiment of most of the college scientific teachers who have thought upon the subject, when I say that the prime need in education today, is some change in the college entrance subjects which have so long served as standards. The world has been progressing, and even the college, one of the slowest of institutions to depart from tradition and precedent, is beginning to take cognizance of this. Natural science instruction is demanded by the people who support the schools, and so far the colleges have retarded the proper fulfilment of this demand by so occupying the time of the student with other subjects, that natural science has been possible only in very small doses. The attempt has been made to supply the demand for information, but in most cases there has been little more. The science teacher of the college also needs and asks for more adequate science in the secondary schools. For my own part I am obliged every year to teach college students the simplest habits of observation, which might better have been learned in the kindergarten. To turn a boy out into the world trained in Latin, Greek, and mathematics, and yet unable to use his own eyes or think with his own brain, is not treating him fairly. He is very poorly prepared to compete with the keen, shrewd intellect of some business man whose boyhood days were spent not in school, but in gaining a mental training from nature on a farm, or from men in that great heartless school of affairs. To me it seems that parents are demanding a knowledge of science: the pupil, whatever his chosen vocation, needs the training, and the college science teacher needs to have his students come to him with a better preliminary training.—*Professor Ralph S. Tarr, of Cornell.*

* THE BOYS' BRIGADES.

The establishment of Boys' Brigades is commendable for more than one reason. A couple of weeks of camp life under the supervision of men of good moral discipline is an excellent drilling for the boys, and it affords the very diversion and novelty that most youths crave for during their school holidays. The formation of these brigades should be generally encouraged. The military drilling that the boys receive will stand them in good stead when, later on, they join the regular militia. Even should they never attach themselves to the militia the experience gained while in camp will make them better men and give them an early impression of the duties of citizenship. We believe in the theory of the Germans, that every youth should be trained to take part in the defence of his country. The time may come when their services will be called into requisition. The Germans, however, go to one extreme and we go to the other. Their system is compulsory and thorough. Ours is voluntary and more or less indifferent. A good military education and the inculcation of strict discipline among the rising youth is as essential for the development of useful citizens as attendance at the public schools. There is no reason why boys cannot learn to walk in step and go through ordinary military manoeuvres at twelve years of age as well as at twenty. By all means let the holding of these summer camps be encouraged.—*Toronto World, 20 July, 1896.*