

the little cottage in which my companion was born, but which is now occupied by the woodman. I drew up the bond. It was signed and the money paid over. As we left, the young girl, daughter of the woodman, assured us that while she lived the tree should not be cut down. These circumstances made a strong impression upon my mind, and furnished me with the materials for the song I send you."

That old gentleman was one of a thousand—a sort of domestic genius among men. While many men are drawn to the old homestead by precious memories, he is the only one among them, of whom I ever heard or read, paying ten dollars for the life of a tree. And only a genius, like Morris, could ever have been inspired by the scene to do something immortal.

It is not wise to formulate a system of culture for the many that is based on a class of facts pertaining only to the few. The "old education" that drilled pupils in the three R's, referring those who sought a higher culture to private institutions, was far more reasonable than that of the "new education," which requires the boy and girl who must quit school with the high grammar grade, to pursue the same course of study as those who are going to college. Far, far better to furnish their minds thoroughly with that common-place knowledge for which they will find daily use on the farm, in the shop, and in every other pursuit for a livelihood. It is a bread-and-butter question with the masses; and this compels limited schooling and a busy life. Equip them well with that knowledge and discipline that will fit them to earn an honest living, intelligently and cheerfully, rather than give them a smattering of this, that and the other, that will be of no practical use at all to them.

It is not denied that there is a de-

gree of good in "nature studies" for the class named; but it is so small in comparison with the equipment of thorough drill in the fundamental branches, that it is not entitled to consideration, especially when we regard the fact that their very limited school-days are scarcely sufficient for the mastery of the common branches. Professor Felix Adler said before the School of Applied Ethics at Plymouth last summer, "Concentration is salvation. Dissipation is destruction." Exactly. Concentrate the young mind upon the fundamental branches and thoroughly ground it therein; and then, if the pupil advances to the academy and college, he is altogether better qualified to do good work, and if he quits study at the high grammar grade, he goes out into the world better fitted for his life-work. Do not confuse him and distract his mind with a half-score of studies, when he may concentrate his attention upon the essential few to greater advantage.
—*Education.*

JOHN A.—Under the head of personal reminiscences, "S. S." contributes a delightful anecdote of the late Premier of Canada. It seems that Lord Dufferin once addressed the University of Toronto in Greek. Next day the papers announced that his Greek was idiomatic and perfectly grammatical. Whereon the following dialogue ensued:—

"How did those idiots of reporters know that?" said Sir Hector Langevin to Sir John A. Macdonald.

"Because I told them," replied John A.

"But who told you? You don't know Greek," Sir Hector persisted.

"I don't know Greek," John A. answered with his usual gravity, "but I know politics."—*The School Journal.*