

PRIZE FOR AN ESSAY ON HYDROPHOBIA.—The following are the conditions to be observed by competitors for the prize of one hundred pounds for an essay on Hydrophobia, its nature, prevention and treatment, offered by Mr. V. F. Bennet Stanford, M.P., to be awarded by the Royal College of Physicians of London.—The essay must be in English, or accompanied by an English translation, and delivered to the College on or before Jan. 1st, 1880. Each essay to be accompanied by a sealed envelope, containing the name and address of the author, and bearing a motto on the outside. The same motto to be inscribed on the essay. The essay may be the joint production of two or more authors. If not published by the author within a year, it becomes the property of the College. The prize not to be awarded unless an essay of sufficient merit be presented. The questions which are thought by the College specially to require investigation are:—The origin and history of outbreaks of rabies, particularly in the United Kingdom and its dependencies. The best mode of prevention of rabies. The characteristics of rabies during life, and the anatomical and chemical changes which are associated with the disease in its successive stages, particularly in its commencement. The origin of hydrophobia in man. The chemical and anatomical morbid changes observed in the subjects of the disease, with special reference to those having their seat in the organs of the nervous system, and in the salivary glands. The symptoms of the disease, particularly of its early stage, as illustrated in well-observed cases. The diagnosis of the disease in doubtful cases, from conditions more or less resembling it. The alleged prolonged latency of the malady. The efficacy of the various remedies and modes of preventing the disease which have been proposed, and what plan of treatment, whether prophylactic or curative, it would be most desirable to recommend for future trial.

WHAT SHALL CHILDREN READ?—Are teachers and parents asking daily this question? The power of reading! Is it possible to estimate its force? All the pupils above the age of nine years, and many, especially girls, of younger age, are not only able to read, but are hungry for reading-matter. We asked a boy of thirteen, recently, if he read much. He thought he did, and on telling upon what books his hours for the last two weeks had been spent we found the list to embrace *The White Chief*, *The Indian Hunters*, *Seth Jones*, and *Sheet Anchor Tom*. Guard carefully the School library. A young person is made to enjoy good reading as easily as to enjoy trash. Teachers cannot do all, but parents and teachers can accomplish the whole. Guard well the reading of the boys and girls. It is the potent agent in making character.—*Denver Times*.

NEWSPAPER SCIENCE.—The following use of scientific terms was recently made by a writer in the *London Daily Telegraph*. The writer, in tracing the influence of Heines' writing on German Socialism, observed in the course of his remarks: "This writing, acting upon the socialistic tendencies of modern Germany, has proved not the wholesome balm that lessens the mass, but the burning acid that bites and corrupts; which, in contact with the alkaloid base of imperfect understanding, has caused that effervescence and ebullition of the seething atoms which takes the form of socialist communism."

PLAY.—For the sake of pupils, their health, strength, moral education, and everything that we hold dear, let pupils have healthy, hearty, jolly play. It is the safety-valve of the school, and very closely connected with school government.—*L. M., in New York School Journal*.

INTELLIGENCE PAYS.—Keep the people posted up on the value of intelligence over vice and ignorance. Intelligent people are law-abiding; produce more than they consume; they enrich and beautify and build up, and circulate money, and create diversified industry, which gives employment to people. Intelligence pays.—*Am. Journal of Education*.

—A parent who claimed the right to educate his own children sent the following communication to one of the School Board. "Gentlemen—I am at a loss to know why the school Board officer is so desirous to have my childer educated. It is my only wish to make them cholars. There is plenty of stræt arabes to look after with-

out annoying me so much. Yours, and so forth, 'The Gentleman School Board."

— Govern yourselves, refrain from moroseness, peevishness, or scolding. Have a clear idea of what you are going to do. Teach pupils how to study, how to get out of the text-book what is there, and to put it into their own language. Do not be noisy, govern so far as possible by quiet signals. In hearing recitations be interested yourself be enthusiastic. Have no pet pupils. Govern without monitors. Do not send pupils for every little thing to the Principal, Superintendent, or Director. Have a programine and adhere to it. Don't get into the habit of suspecting certain pupils of doing all the bad things in school. Do not allow pupils to report each other. Cultivate in pupils self-respect and self-government. Never attempt to ferret out mischief without being successful. Do not lower yourself to the level of your pupils, but aim to draw them up to your level. Maintain a quiet, cheerful dignity. If you have under-teachers, give them due credit for their efforts, and let them know how you appreciate them.—*J. F. Nichols, Detroit*.

—A bad school, like a bad family, is known by the amount of flogging in it. In proportion as the rod is unknown, perfection of discipline may be inferred, and good order is the main requisite for rapid progress in knowledge. A teacher who has to spend the most of his time in beating boys is soon good for nothing else, as he loses the temper and habits of an instructor. Such a person ought to be put out of school at once, since he will be violent and inefficient whether the rod be taken away from him or not. By selecting men and women possessed of the natural tact, dignity, and force of character required to impress and control a number of children of every sort, brought together in one enormous family, the school commissioners will do more to abolish corporal punishment than by passing a hundred rules prohibiting it. Such teachers will be able to get along without using the rod, and the sentiment of our times will insist upon having such teachers, since the days of education by rulers, canes, leather-straps and rawhides, belong to the era when they flogged sailors in the navy, and considered Solomon literally the wisest man that ever lived.—*N. Y. World*.

—A private letter from Saigon, China, of date 17th August last, states that a fatal occurrence took place on board a Leith steamer at Saigon about the beginning of that month, as follows:—A Chinaman went down the hatchway on the cargo, and at once dropped down dead; an Englishman followed to render assistance, and he shared the same fate; a third, a fourth and a fifth successively descended, and all—one Chinaman and four Englishmen—succumbed to the unknown and mysterious influence. It turned out that the cause of the fatality was carbonic acid gas, generated from a wet cargo of pepper and some kind of bark. The cargo had been on board only three or four days.—*Glasgow News*.

—A good speller is one who habitually gives the correct form to every word in his written exercise. It is only in printed and written language that correct spelling possesses any value. Oral spelling is not a test of accuracy. It is impossible to memorize by their letters all the words in our language. If we wish to make pupils excellent spellers, we must cultivate the powers of observation and memory. If habits of carelessness or inaccuracy are allowed to be formed in childhood, no ordinary efforts in after life can overcome the defects or supply the deficiencies that result from such bad habits.—*School Bulletin*.

—England has lately lost a prodigy of learning in the person of the Rev. Wm. Linwood, aged 61, whom Dr. Kennedy, headmaster of Shrewsbury school, himself a famous scholar, dubbed the best scholar of his age in England, and probably one of the best in the world. When he graduated first-class in classics at Oxford, on being asked what books he brought up for examination, he replied, "The whole range of Greek and Latin literature," and his pre-eminence was so conspicuous that the examiners were reported at the time to have considered whether, departing from the rule, they ought not to place his name, conspicuous and alone, at the head of the first class. Yet this man never got beyond a curacy—he did not take priest's orders—and for thirty-one years his life was passed in seclusion, devoted to preparing works in the classics, and latterly to the study of astrology.