

CULTURE.

We hear a great deal now a days about culture and the cultivated classes, and we are led to enquire what the terms in their true significance can really mean.

America has made some claim of late to possessing communities that have arrived at that stage of development which is expressed by the word culture.

But if we may accept the opinion of three at least of its scholars and thinkers, we will find it very doubtful if such be the case. Oliver Wendell Holmes, Jr. in his address before the Harvard Law School Association at the late anniversary services, deprecates the lack of real culture in America. "Culture," he says, "in the sense of fruitless knowledge, I, for one, abhor. The main part of intellectual education is not the acquisition of facts, but learning how to make facts live. The mark of a master is that facts which before being scattered in an inorganic mass, when he shoots through them the magnetic current of his thoughts, leap into an organic order and live and bear fruit. I fear that the bar," he continued, "has done its full share to exalt that most hateful of American words and ideas—smartness—as against dignity of moral feeling and profundity of knowledge."

In this statement we perceive a consciousness that the hurry, the incompleteness, the display of American life generally and, consequently, of her educational methods, are not conducive in any true sense to a culture of the whole man intellectually and morally.

There can be no such thing as cultivation where mere "smartness" is elevated as a point of intellectual attainment. Culture implies in the very nature of things a quiet, steady growth under the conditions that tend to promote the development of the mind and character. No forcing process is admissible but only such cultivating as will ensure the best unfolding of the faculties in accordance with nature.

James Russell Lowell, also, in his Harvard oration, recognizes, by implication, the lack of anything like a general culture in America. "It is a far cry," he says, "from the dwellers in caves to even such civilization as we have achieved. And what we need more than anything else is to increase the number of our cultivated men and thoroughly trained minds, for these, wherever they go, are sure to carry with them, consciously or not, the seeds of sounder thinking and higher ideas."

"The only way in which our civilization can be maintained even at the level it has reached, the only way in which that level can be made more general and raised higher, is by bringing the influence of the more cultivated to bear with more energy and directness on the less cultivated and by opening more inlets to those indirect influences which make for refinement of mind and body."

"I am saddened," continues Mr. Lowell, "when I see our success as a nation measured by the number of acres under cultivation, or of bushels of wheat exported, for the real value of a country must be weighed in scales more delicate than the balance of trade. The gardens of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden-plot of Theocritus. On a map of the world you may cover Judea with your thumb, Athens with a finger tip, and neither of them figures in the Prices Current, but they still lord it in the thought and action of every civilized man. The measure of a nation's true success is in the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind."

And Professor Fiske, contrasting American and Athenian life, which latter, he says, exemplified as never before or since that true condition of culture that as yet is the despair of modern society, considers that the very conditions of American life are essentially antagonistic to true culture. We are now "passing tollfully through an era of exorbitant industrialism," he tells us, we live in "a state of

chronic hurry which directly hinders the performance of thorough work."

"We lack culture because we live in a hurry, and because our attention is given up to pursuits which call into activity but one side of us."

We are bent mainly upon securing material benefits. "Our time and energies, our spirit and buoyancy are quite used up in what is called 'getting on.' It is thus that we are traversing what may properly be called the *barbarous* epoch of our history,—the epoch at which the predominant intellectual activity is employed in achievements which are mainly of a material character.

(To be continued).

QUESTION DEPARTMENT.

Is there a course of study a young man might take up and still remain at his usual business? If so please answer, giving full particulars of said course.

The Correspondence University of Chicago and the Illinois Wesleyan University of Bloomington, Ill., offer complete courses of study which may be pursued without actual attendance at these institutions, and on passing satisfactory examinations degrees are conferred. Both of these institutions have regularly appointed examiners in this Province. See the advertisement of the Illinois University in another column. Calendars may be obtained on application to either University.

1. In what state is sulphur, chalk, borax, and alum found? How manufactured?
2. Can the sulphur of Italy be due to the volcanoes there? Is it found anywhere else?

SULPHUR is found in gypsum, coal, in the waters of certain mineral springs, in granite and other primitive rocks, it is also a constituent of many minerals, such as iron, copper, lead, &c. The sulphur of commerce is obtained from the natural deposits of free sulphur found in the earth in the neighborhood of volcanoes, by melting and by distillation. The sulphur of Italy and Sicily is due to the volcanoes there, being found in the fissures or cracks of Atna and Vesuvius and other districts of Southern Italy. It is found also in the fissures of Popocatepetl in Mexico, and in other volcanic neighbourhoods. It is very widely distributed, but the greater portion of the world's supply is derived from Southern Italy.

CHALK is in great part composed of finely comminuted shells and corals, and constitutes rock formations of vast extent, especially in England and France.

BORAX is found as a salt, chiefly in connection with sodium, in mountain lakes of Europe, Asia and Western America. It is obtained naturally in small quantities, by evaporation of the waters of certain lakes in Thibet, but usually formed by adding carbonate of soda to a solution of boracic acid.

ALUM.—Potash alum occurs ready formed in nature, especially among volcanic rocks, but the alum of commerce is chiefly manufactured by burning aluminous and argillaceous rocks.

3. What is the cryolite of Greenland?

The cryolite of Greenland is a compound of sodium, fluorine and aluminium, used largely in the preparation of a white porcelain glass, and in the preparation of caustic soda.

4. What kind of mineral is cobalt? asbestos? Where are they found? What used for?

COBALT is a metal resembling steel, but with a slightly reddish tinge; is very hard, and said to be more tenacious than iron. It is found in combination with oxygen, as the oxide of cobalt. The oxides and salts of cobalt are distinguished for their beautiful colors, and hence are used as pigments. Wire of great strength is manufactured from cobalt.

ASBESTOS is a peculiar fibrous form of several minerals. It is capable of resisting ordinary flame and hence is used for fire-proof clothing, roofing steam-packing, &c. The Greeks used it for clothing for wrapping the bodies of the dead when laid on the

funeral pyres, and also for making napkins, which they cleaned by throwing in the fire.

5. He is a friend of my brother or brother's. Which is correct? How should the underlined words be parsed? J. M. E.

The first is right. That is, it means he is my brother's friend, which is the sense in which it would be undoubtedly used. "He is a friend of my brother's" is elliptical, and if occasion required the use of such an expression, the ellipsis would have to be supplied, thus—He is a friend of my brother's friend (or friends). This explanation makes the parsing sufficiently clear.

6. Please give the composition of dynamite in your JOURNAL. T. E. C.

Dynamite is finely pulverized silver or silicious ashes or infusorial earth, saturated with about three times its weight of nitro-glycerine.

LITERARY NOTICES.

THE MASQUE OF THE YEAR is a literary and musical melody originally prepared for an evening of the Unity Club, St. Paul, Minn. It is admirably adapted for public or private entertainments, incident to the close of the year. Price 10 cents. Published by Chas. H. Kerr & Co., 175 Dearborn St., Chicago.

The catalogue of the Anglo Canadian Music Publishers' Association, Toronto, has been received. Its table of contents embraces a varied and complete collection of instrumental and vocal pieces.

TEACHERS' BUREAU.

WANTED—For Intermediate Department Graded Schools, Dalhousie, N. B., a second-class male teacher. Only one of undoubted teaching capacity will be employed. Reply, giving best references obtainable, and lowest salary from District, to Trustees School District No. 1, Dalhousie, N. B.

EVERY one knows how to become a lawyer, a doctor, or a clergyman. There are settled courses of instruction to be followed, fixed examinations to be passed, and certain ceremonial acknowledgments of fitness to be awarded, but it would puzzle most men to know how to become a journalist. Some of the progressive universities and colleges in Great Britain have realized this want in their scholastic training, and chairs of journalism are now to be found in all the great centres. If newspaper men in this country received a thorough training for their calling, our press would be free from those personalities which now disgrace it, and high coloring would soon become a lost art—*Halifax Critic*.

A CAT'S TOES.—"How many toes has a cat?" This was one of the questions asked of a certain class during examining week, and simple as the question appears to be, none could answer it. In the emergency the principal was applied to, and he also with a good humored smile gave it up, when one of the teachers determined not to be beaten by a simple question, hit on the idea of sending out a delegation of boys to scour the neighborhood for a cat. When the idea was announced the whole class wanted to join the hunt. Several boys went out and soon returned successful. A returning board was at once appointed and the toes counted, when to the relief of all, it was learned that a cat possessed eighteen toes, ten on the front and eight on the hind feet.

WE are informed that Inspector Oakes, per order of Chief Superintendent of Schools, has called a general meeting of the ratepayers of Centreville School District, on Saturday, November 27th, at 10 a. m., for the purpose of taking a vote for the erection of a new school-house, and for the transaction of other important business. Centreville is a thriving village with some well-to-do men therein, and it should have one of the best school houses and one of the best schools in the county. The present teachers, Mr. F. B. Carvell and Miss M. M. Harold, so report says, are capable teachers and should be well supported by the ratepayers. It will give us pleasure to record that a large majority voted in favor of the new building.—*Carlton Sentinel*.