

Notes and Comments.

"THE requisition for good government and its results," says an exchange, "good order, are : (1) On the part of the teacher, (a) self-government, (b) careful preparation for the work in hand ; (2) Comfort, as a condition of the pupils ; (3) Occupation for all at all times ; (4) Pure air, *pure air*.' PURE AIR ! (5) Cleanliness ; (6) Few rules, besides the comprehensive 'mind your business.' Whatever may be done to make the school-room attractive will help in the matter."

It is almost impossible to understand the character of the Burmese. A man will not injure a worm ; his religion forbids the shedding of blood ; he will starve rather than kill a cow or bullock, though there be no fodder for them. Those who follow the chase are looked upon as accursed, yet there are always one or two in every remote village who kill game, which the people readily buy ; but they care no more for taking the life of a human being, often with the greatest tortures, than we should think of killing a flea.—*Sacramento Bee*.

IN its effects on school discipline, the study of music will be found to be of great utility. It has been justly remarked that it cultivates the habits of order, obedience, and union. All must follow a precise rule. All must act together, and in obedience to a leader ; and the habit acquired in one part of our pursuits necessarily affects others. Its beneficial influences will be felt not only in the relation of the pupils with the instructor, but in their intercourse with each other. Much of the quarrelsome spirit which we witness among children may be attributed to the want of agreeable resources for amusement, and to the general neglect of the means of cultivating the better feelings.—*Report of Music Committee of Boston, in School-Music Journal*.

RUSKIN well said that it is a no less fatal error to despise labor when regulated by intellect, than to value it for its own sake. We are always, in these days, trying to separate the two ; we want one man to be always thinking, and another to be always working, and we call one a gentleman and the other an operative ; whereas the workman ought to be thinking, and the thinker ought to be working, and both should be gentlemen in the best sense. As it is, we make both ungentle : the one envying, the other despising his brother, and the mass of society is made up of morbid thinkers and miserable workers. Now, it is only by labor that thought can be made happy ; and the professions should be liberal, and there should be less pride felt in peculiarity of employment, and more in excellence of achievement.

It is a very common and very serious mistake to train up girls as if the end and aim of their education should be matrimony. Marriage is not a thing to be sought or shunned. It is an incident, not an end. It should no more be held up as the great object of a girl's life than it should be held up as the great object of a boy's life. High character and noble service to humanity are the objects of life, whether male or female. The single life is often the most useful often the happiest. Wedded life is often unfortunate, especially when the intellect is uncultivated. A highly educated woman—highly educated, I mean, in both mind and heart—if married, will make almost any home happy. Her husband cannot but reverence and love her. Her children will find in her a guide, philosopher, teacher, inspirer.—*Homer B. Sprague, in New England Journal of Education*.

DR. HOLMES has shown the capacity of the English language—that part of it which is manufactured out of obscure Latin words to hide meaning in his poem of "Estivation," in the "Autocrat of the Breakfast Table." It is also illustrated in the following, from *Chambers' Journal*:—"Travellers are, as a rule, of an inquiring mind, and not a few are facetiously disposed. One of this latter class alighted from his gig one evening at a country inn, was met by the hostler, whom he thus addressed:—'Young man, immediately extricate that tired quadruped from the vehicle, stabulate him, devote to him an adequate supply of nutritious aliment ; and when the aurora of moru shall again illumine the oriental horizon, I will reward you with a pecuniary compensation for your amiable and obliging hospitality.' The youth, not understanding a single word of this, ran into the house, crying out:—'Master, come at once. Here's a Dutchman wants to see you.'"—*Ex*.

JUDGE CHARLES DEVENS, in the *New England Journal of Education*, writes that the vast progress of science forces upon the attention and the time for education new and imperious demands. The English tongue is rich in the works of its writers, poets, and orators, beyond comparison with that literature which existed in the seventeenth century. The Latin, once the only language of the learned men of Europe, has lost this position, and it is not to be regained. The mental training afforded by its study and that of the Greek will be the same as of old ; yet perhaps that training may be sought and found elsewhere. But, the Judge adds, I do not fear that the mighty instrument of thought and speech in which Cicero urged and persuaded, or that in which Demosthenes thundered over Greece, are to be thrown aside as broken and useless. The relative importance of studies varies ; proportions change. Even if it shall be found that these studies occupy

a less prominent place among the "humanities"—as they are sometimes termed, which make the basis of a liberal education—the civilized world, whose common property they are, is not ready to do without them yet.

IN a lecture on Dante during a visit to this country, Dr. Farrar forcibly remarked : "I think there is nothing worth study so much as this classic literature. It was the development of this spirit that received those virtues that led a few pilgrims on Plymouth Rock to found this mighty empire. It animated Jefferson when he wrote the Declaration of Independence ; it assisted Ben Franklin to chain the thunderbolt ; it breathed the ardent patriotism in the oratory of Patrick Henry and Charles Otis ; it aided Washington to resound the cannon's roar from Lexington over the colonies, it was the spirit that was in Longfellow and Whittier ; it kept up the drooping spirits of Lincoln in the darkest days of civil strife, it animated the armies that were led to victory by General Grant ; it lifted General Garfield from the dark cabin to the White House ; and its crowning work was casting aside the shackles of slavery which made all men free. If Americans of the future were animated by this spirit society's frivolous religion would fly away like Lucifer before the sun of the morning. I do not know a teacher that could inspire your life like these poems of Dante and Milton.—*Ex*."

CARL SCHURTZ very truly says we are in the habit of pointing to popular education as a panacea for the ills of human society. This is well enough, provided we have the right kind of education to point at. In this respect we should not be blind to the fact that the aversion to manual labour among our young people has grown up under the very system of popular education we now have. The impression is spreading among them that education is to teach them, mainly, how to get along in life, and, if possible, how to get rich without hard work. How many boys without means are there who, having learned to write a good hand, think it beneath them to make a living in any other way than with their pens, or, having learned to add up sums and to calculate interest, would think themselves degraded if they did any rougher work than mark prices on goods or keep books, and, doing this, wear nice clothes and keep their hands white ! And thus it is that the young men, shunning farm and workshop, crowd the cities and haunt stores and unting-houses for employment in constantly increasing numbers ; while it is a notorious fact that the American people, the people born and raised upon American soil, turn out so small a proportion of artisans and manual labourers generally that we have to look in a large measure to foreign immigration to supply that want of society.