

right have not allowed him to utter one word of reproach during his imprisonment, and those who know him best will be very much mistaken if the same qualities are not attested on his release from imprisonment.

VERTICAL WRITING.

Vertical writing seems to have come to America to stay. Mr. A. F. Newlands, Supervisor of Penmanship in the public schools of Kingston, Ontario, introduced it into the schools of that town at the beginning of last year. It is also taught and favored in many schools of Montreal and Toronto and has been adopted in the schools of Chicago.

In the fall of 1892 Professor Russell, now of Truro Normal School, made a vigorous defence of its principles before the teachers of Halifax where it has entirely displaced sloping writing. It has been given the preference in the public school system of Nova Scotia. It is also taught in the Halifax Ladies' College. In England it is prescribed for the Civil Service Examinations and taught in nine-tenths of the schools. It is rapidly gaining ground in Germany, Austria, France, Denmark and Switzerland. Mr. J. V. Witherbee is the author of an article in *Popular Science Monthly* for November advocating its use for American schools. According to his showing the strong points in its favor are the ease with which it can be taught, because it is more natural, its legibility, and its great sanitary advantages, inasmuch as it does not produce myopia, curvature of the spine, or shortsightedness.

NIGHT SCHOOLS.

While university extension has been receiving so much attention among us, it is somewhat strange that the subject of night schools has received no attention from any quarter for the past two or three years. These schools have been opened on one or more occasions in the City of St. John, but the results have not hitherto been of a sufficiently satisfactory nature to arouse any enthusiasm among their promoters. The experience of St. John has not been singular in this respect. Montreal opened night schools last winter with similar results, and a correspondent in the *Star* of that city gives reasons for this failure which at least are worthy of our attention and may prove instructive as well: untrained teachers. Boys were admitted who should have been attending day schools, and were placed in classes with middle-aged men, sometimes to the shame of these men, whose superiors they were mentally, but more frequently to their annoyance, since these boys were more bent on mischief and amusement than on learn-

ing. He argues that there should be a rigid system of classification in the night schools as well as in the day schools. Well dressed young men who could afford to pay for instruction were too freely admitted, and he asserts that their presence had a chilling effect upon the horny handed sons of toil. He gives as the strongest reason for the failure — the bad division of time. Each night should be divided so as to give at least one hour to a subject, not fifteen or twenty minutes.

There can be no doubt but that well conducted night schools, taught by trained teachers who could insist upon proper classification of students and possess the means of enforcing proper discipline, would be a success and would confer a boon upon the community. They would be more far-reaching in the benefits that they confer than the university extension lectures, excellent as they are.

Our night schools in the past have been failures chiefly owing to the disorderly element that was present and too great an amount of the teacher's time was required in securing discipline. Arrangements might be made with the Chief of Police to obviate this difficulty.

SCIENCE.

"I have seen an elementary school of some six hundred pupils in which teachers and pupils follow closely the scientific spirit, if not the very letter, so far as it should be followed by children varying from five to fifteen years of age. All do the same kind of work, which is allowed to vary in quantity and quality in accordance with the natural ability, individuality, and originality of each pupil. Local material almost exclusively is examined individually, each pupil thinking and passing judgment for himself and expressing his ideas accordingly in writing and drawing.

The disposition to attack, to take hold, to investigate and to make careful records of his own ideas and discoveries is cultivated studiously by keeping the pupil in the foreground and the teacher in the background. The prominent instructor, questioner, talker, gives place to the quiet director, inconspicuous, but working with the effectiveness that characterizes the silent forces of nature. * * * * Each pupil is supplied with a specimen (all the specimens being of the same kind) such as can be found in the neighborhood, a leaf, a vegetable root, a nut, an insect, a rock, a flower, etc., which he examines carefully, draws and describes in writing according to a very simple plan consisting of four or five words written on the black board. The words indicate the order of the work, and the paragraphs of the description. The pupil is let entirely alone until he does all he can do. * * * *

No instruction in natural history can be called scientific that fails to develop the pupils' power to draw what he examines. * * * *

The part that language takes in the plan should now receive brief consideration. The pupil being accustomed,