

by a tap of his pencil on the desk when there was noise. This was a great help to quietness.

"We sang pretty songs (at first very roughly) several times a day; we discussed our school-room a great deal. The pupils would be asked, 'What can we do to improve our school?' One would suggest something, and then we would discuss it. Another would suggest something, and that would be discussed. Then we would try to put these things into practice. I boldly asked them, 'Is there anything that I do or do not do, that I should do?' 'Am I kind enough?' 'Do I help you enough?'"

"It took a little time for these seeds to grow up and bear fruit, but they did, and the result was perfection. All tried hard to attain quietness as being a thing needed for real progress. This I found to be an important point. If a pupil keeps still simply to please a teacher, or in fear of a teacher, he is building on the sand. Yet theory is not enough. There must be steady training in all the small things—the walking, the writing, the speaking—that they be done with the least noise possible."—*Teacher's Institute.*

SHAKESPEARE.

[Selected for the JOURNAL by "E."]

I doubt whether Shakespeare ever had any thought at all of making his personages speak characteristically. In most instances, I conceive—probably in all—he drew character correctly, because he could not avoid it; and would never have attained, in that department, such excellence as he has, if he had made any studied efforts for it. And the same may be said of Homer, and those other writers who have excelled the most in delineating character. Shakespeare's peculiar genius consisted chiefly in his forming the same distinct and consistent idea of an imaginary person that an ordinary man forms of a real and well-known individual. We usually conjecture pretty accurately concerning a very intimate acquaintance, how he would speak or act on any supposed occasion; and if any one should report to us his having said or done something quite out of character, we should be at once struck with the inconsistency; and we often represent to ourselves, and describe to others, without any conscious effort, not only the substance of what he would have been likely to say, but even his characteristic phrases and looks.

Shakespeare could no more have endured an expression from the lips of Macbeth, inconsistent with the character originally conceived, than an ordinary man could attribute to his most respectable acquaintance the behavior of a ruffian, or to a European the features and hue of a negro. Merely from the vividness of the original conception, characteristic conduct and language spontaneously suggested themselves to the great dramatist's pen. He called his personages into being, and left them, as it were, to speak and act for themselves.—*Archbishop Whately.*

READING.

There is more written than read in our day. Yea, more published than read. And, generally, what is read, is done in a very cursory manner. Very few in this age, read as did some of our forefathers, when books and papers were scarce. Hence many superficial thinkers, and very little profound thought or mental culture. Nearly everybody wants to know a little about everything, and they do. A few desire to know a great deal about some things, and they read such books as give them the desired knowledge. But they do not read them as newspapers are generally read. They digest them, and thus make their contents their own. This is the kind of reading that will develop men and women.

It may be that newspapers are read as carefully as their contents demand. This may sometimes be the case, not always. There are occasional articles containing, in a condensed form, a vast amount of philosophic and scientific truth, which ought to be perused more than once with care and fixed thought. Much time is thus saved, for a few columns in the paper has all the leading truths of quite a volume. But these articles are never read by superficial men and women, who are content with surface knowledge. There is doubtless more reading in the world to-day than there ever was; but in proportion to the population, not as many great men. It must, however, be remembered, that the essential qualifications of a great man one hundred years ago would not give him that designation at

the present time. Education is constantly giving to multitudes some of the principal elements of greatness. But only a few come out prominently as distinguished men or women. Providential openings are not forthcoming; they remain among the undistinguished great, who now far outnumber the other class.

There is a vast amount of useless reading at the present time, and still more that is positively injurious. What to read is a question quite as important as how to read. Books, magazines and papers are so numerous that all cannot be read. There must then be selection and refusal. Much precious time is wasted, worse than wasted, in perusing a certain class of novels. The brain may be fuller of thought than when the reading commenced, but it had better be empty. Bacon truly says,—"Reading makes a man full," but full of what? In some cases emptiness is better than fullness. There are some men, however, as Pliny says of a certain man, "He picked something out of everything he read," gather a little grain of much chaff.

In view of the value of time such a course is not wise, it does not pay. Dr. Johnson says, "What we read with inclination makes a stronger impression." He goes so far as to state, "If a man begins to read in the middle of a book, and feels an inclination to go on, let him not quit it to go to the beginning." Bacon's advice on this subject is good, "Read not to contradict or refute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider."

J. Beaumont's words are worthy of consideration—"Some men may read authors as gentlemen use flowers, only for delight and smell, to please their fancy and refine their taste. Others, like the bee, extract only the honey, the wholesome precepts, leaving the rest as of little value; in reading, we should care for both, though for the last the most. The one serves to instruct the mind, the other fits her to tell what she hath learned."

"Few men," says Foster, "have been sufficiently sensible of the importance of that economy in reading which selects, almost exclusively, the very first order of books. Why should a man, except for some special reason, read a very inferior book at the very time that he might be reading one of the highest order?"

Newspapers may help to cultivate a taste for reading, but they do not all do so. Too many ponder to the vitiated taste and desire of sensational readers.—*G. O. H. in the Halifax Critic.*

MISCELLANEOUS APOPTHEGMS.

[Selected from writings of Archbishop Whately by "E."]

THE FIRST business of a teacher,—first not only in point of time, but of importance,—should be to excite not merely a general curiosity on the subject of study, but a particular curiosity on particular points in that subject.

TO TEACH one who has no curiosity to learn, is to sow a field without ploughing it. Curiosity is as much the parent of attention, as attention is of memory.

EDUCATION, as usually conducted, is addressed to the memory alone, and that is the reason, one reason at least, why clever boys, as they are supposed to be, do not turn out clever men, and *vice versa*. If a boy remembers all that is told him, he does as much as is usually required of him; and no wonder, for he is told just everything, and is never called upon to exert his own powers except in retaining; and then it is made a wonder that a person who has been so well taught, and who, perhaps, was quick in learning and remembering, should not prove an able man, which is about as reasonable as to expect that a capacious cistern, if filled, should be converted into a perennial fountain.

CULTIVATE not only the corn fields of your mind, but the pleasure grounds also.

LITERARY NOTES.

WE welcome to our exchange list a new educational journal—THE SCHOOL TEACHER—published monthly at Winston, North Carolina. It is devoted to approved methods and principles of teaching, recognizing the growing demand for better instruction and better teachers. To judge from the first number it will be a valuable addition to current educational literature. It is under the management of Messrs. J. L. Tomlinson and W. A. Blair, editors and proprietors.

THE BOOKMART, for January, is a beautiful and very excellent holiday number, the title page new and appropriate, and bearing many evidences that it is growing in influence, and that its pages are prepared for scholarly and critical readers. Lovins

of rare tid-bits in literature can revel in its pages, while the searcher for rare and curious information about books will find much to interest him and gratify his curiosity. The Bookmart Publishing Company, Pittsburg, Pa., issues this valuable monthly at \$1.50 per annum.

THE CANADA SCHOOL JOURNAL comes this month in a new dress and under new management—J. E. Wells, M. A., editor and publisher. It is much improved in appearance, and gives evidence of fresh vigor in educational subjects. But it is not "the only educational paper published fortnightly." Down here by the sea is a JOURNAL OF EDUCATION, published fortnightly, which hopes to reach a green old age.

WHAT EVERY GIRL OUGHT TO LEARN.

She should learn to use her senses to the best advantage, especially her hands and eyes, in other words she should have an "education by doing."

She should learn how to wear a calico dress, and to wear it like a queen.

She should learn how to sew, darn, and mend.

She should learn how to cultivate flowers and to keep the kitchen garden.

She should learn to make the neatest room in the house.

She should learn to have nothing to do with intemperate or dissolute young men.

She should learn that tight lacing is uncomely as well as injurious to health.

She should learn to regard the morals and habits, and not money in selecting her associates.

She should learn that 100 cents make a dollar.

She should learn how to arrange the parlor and the library.

She should learn that there is nothing more conducive to happiness than a comfortable house dress.

The idea that anything is good enough about the house and in the kitchen is a very grave mistake.

She should learn to observe the old rule: "A place for everything, and everything in its place."

She should learn that music, drawing, and painting are real accomplishments in the home, and are not to be neglected if there be time and money for their use.

She should learn the important truism: "The more she lives within her income the more she will save, and the farther she will get away from the poor-house."

She should learn that a good, steady, church-going mechanic, farmer, clerk, or teacher, without a cent, is worth more than forty loafers or non-producers in broadcloth.

She should learn to embrace every opportunity for reading, and to select such books as will give her the most useful and practical information in order to make the best progress in earlier as well as later home and school life.

She should learn that a plain, short dress, comfortably made, is a very regiment of strength, and wash goods are decidedly preferable, because, with a clean dress, even if it is only a cheap print or homespun, a woman puts on a kind of beauty, and there is something in clean clothes marvelously helpful to being clean-tempered.

She should learn how to manage a house. Whether she marry or whether she do not, the knowledge will almost certainly be of service, and at some time of her life will probably be a necessity to her.

"A girl, whether rich or poor, whose education has been conducted upon a plane so high that to become a fashionable idler or an inconsequent gossip or dawdler would be impossible, is the one who will be most earnest in considering the holy purposes, in fitting herself for the responsibilities, of the most serious step of her life—marriage."—*Practical Teacher.*

PROSPEROUS.—The business of the Ontario Mutual Life Co., for 1883 shows an increase of 80 per cent. over that for 1882. This company's record for reliability and promptness will doubtless make their eighteenth year a still greater success. Mr. E. M. Sipprell manages their business for N. B. and P. E. Island.