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1 . 12 inch flat Dish

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 12 | 1 16-inch flat Dish
 1 | 12 4 x 4 Saucers
 12 | 12 Cups and Saucers

 12 6-inch flat Plates
 12 | 1 Teapot
 2 | 2 Sauce Tureen Cpt
 4 | 12 Cups and Saucers
 24 | 1 Cream

 1 Sugar
 2 | 1 Cream
 1 | 112 Patties
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THE MISSIONARY WORLD.

THE QUESTION OF THE HOUR.

For years Brazilian missionaries have been calling attention to the need of Christian schools and colleges for Brazil. New Brazil is not Roman Catholic. Shall nineteenth century infidelity, or nineteenth century Christian. ity rule Brazil of the twentieth century? This is the burning question of the hour; and its answer under God seems to lie at the door of North American Christians. Already a fully equipped academy in Campinas called "Culto a' Sciencia" is under notoriously infidel direction. The law, and medical, and technological schools have long been hot-beds of positivism and unbelief. Materialism is already intrenched in the redoubts. Left to itself, ere 1900 dawns on Brazil, it will have routed completely the spurious Christianity which now prevails Can we, followers of the Saviour of mankind, stand by listless, and see this fair land conquered without a struggle?

The Diario Mercantil of Sao Paulo is the titerary organ of the province, if not of the Empire. We translate a few significant paragraphs from a recent editorial. The public well know how the majority of school principals in Brazil interpret their noble mission of preparing the child, strengthening its muscles, and its morals, arming it for the struggle for existence; so complicated and difficult, with a stock of clear ideas, suggested methodically by a gradual and critical development of its faculties employing practical positive lessons, illustrated by experiments, in which free ex. amination directs observation and efficient proof. The majority of Brazilian principals occupy themselves largely with the institution's finances, and while making it commercially profitable, concern themselves little with pedagogics, or the true functions of the educa-

We have before us the new programme of the "Culta a' Sciencia." It reveals the proficiency of the illustrious professor who conceived and drew it up. The scholars will receive a complete education, which comprises their becoming strong, worthy, and thoughtful -physical, moral, and intellectual education. To render them agile, quick, courageous, by means of gymnastic and hygienic regulations, military evolutions, athletic games, and muscu lar exercises in the open air, is the first aim of the new school organization. The child, first of all, must be healthy, practised in running, in movements of dexterity, confident in his muscles, in his energies. He must lose the thousand fears and terrors learned in the nurse's lap, and in servants' society. He must have strength, assurance and health. We have often seen a child of ten or twelve years of age insulted by another of his own age and size keep still and not repel the affront. This is a sad sign of lack of education, and such weakness ought to be more severely punished than disobedience or mischief. It is better that a boy jump about, climb trees, play cricket, leap ravines, put the shot, and bathe every morning in water of the river, than to live constantly protected under the tender care of his teachers, wrapped up in woollens, in continual fear of falling down, or catching cold, bathing in warm water, and at any moment, on hearing an insult, ready to go off crying, instead of boldly clenching his fist. After organic development comes the formation of character. After gymnastics, morals. In a body supplied with good muscles, healthy, and valiant, there should beat a heart supplied with strong virtues, loving justice, and its own dignity. To know how to fulfil duties, and to make one's rights respected—this is the logical and positive principle of ethics. The child of to-day will be to-morrow the man of strife the man of action, the man of thought. Ethics should give him civility, love for work, subjection to law, respect for the family, the consciousness of the good as the absolute ideal, zeal of honour as the definite norm. To know how to wish, to know how to feel—is of little account without knowing how to think. Intellectual education, imparted by the intuitive and rational method of which Sr. Pujul (the Pripcipal) is an apostle, will give the scholar the perfection of this last factor. His brain will be illuminated little by little, by a process of practical orientation; ideas will not form them-selves conventionally by the professor's dic-tum. Sensational objectivity will always be at hand to supply and elucidate ideas. scholar will proceed from concrete to abstract, from simple to compound, from the thing to the definition, from practice to theory. Froe-bel's practical methods go hand in hand with

Herbert Spencer's syntehtic philosophy.