

national schools, nor, indeed, anything approaching a system for the diffusion of knowledge. It was not so long ago, however, that education in some parts of our own country was mainly in the hands of religious bodies. In China a very small percentage of men can read, and still fewer women. Before a child goes to school the almanac has to be consulted to find a lucky day. The stages of study are slow and laborious. Children are first taught to write characters without having the least idea as to their meaning. That comes at a later stage. Four or five years are usually occupied in the primary stage, following which come the one in which the key to the mystic characters is placed in the child's hand. In the third stage composition is the leading subject, in which style is everything—matter being altogether subordinate. History is also studied, but only the history of China.

Mrs. Sarah Wiltse talks in this wise about "dangerous games" in the kindergarten:—Take the games played in many kindergartens to-day as an example of what child study should teach us not to play. I used to allow much free play in my kindergarten; and trying to make the most of Froebel's barnyard play, I encouraged the children to personate the domestic animals; but I soon discovered one child who would be a cow every time, and a cow that hooked and kicked every animal that came near him, and when rebuked for his rough play he turned upon me with horns and hoofs, saying he was not Henry, he was a cow that knew no better. If a child with brutal tendencies would use the personation of a domestic animal for indulgence of the lower instincts, what should we expect of that child when he personated the cat in the well-known game

of the cat and the mouse? I studied the effect of the game I condemn, and am sure that the timid child is injured by personating the hunted mouse, and the child with cruel, selfish tendencies is influenced in wrong directions by such games.

The difficulties which beset Principal Peterson's pathway when he was in charge of Dundee College and University before he came to Canada to take charge of McGill University, are hardly at an end even yet, though happily for us and Dr. Peterson they are at an end for him. The latest news says that a conference has been arranged between St. Andrew's University and Dundee University College. It is hoped that the conference will lead to a settlement of the matters in dispute. Another proof of the calmer feeling prevailing may be found in the fact that at the last meeting of St. Andrew's University Council, Principal Donaldson, acknowledged the great diligence and impartiality of the Marquis of Bute as Lord Rector, and the gratitude due to him by the University of St. Andrew's for his great interest in it.

Piscator writes to us: "Fishing this Easter on Dartmoor, I had for gillie a blue-eyed chubby lad of sixteen, with whom I conversed freely in the intervals of business. He had been five years at the Holne Schools, and two years at the Buckfastleigh Schools to finish up with, and had passed the sixth standard. Arithmetic? Yes, he'd done all arithmetic and mental arithmetic was his *forte*. 'I walk four miles due north from my front door, and three miles due south: how far am I from home?' 'Twelve.' 'Think again' (question repeated in other words). 'Seven.' After a third unsuccessful guess, 'That beant no arithmetic, sir.'" We have heard of a professor of one our institutions