

A RONDEAU.

A PRETTY speech, in language bright,
I made to Amy yesternight,
And lifting up my face I met
A glance, I never shall forget,
So full of love, mirth and delight.

At first I feared it was not right,
To utter words so vain and light,
But now I know she loves to get
A pretty speech.

The lady is of medium height,
Her figure neither round nor slight,
Her eyes not near so black as jet,
Nor is she vain nor giddy; yet
She's happy when I say or write
A pretty speech.

A. MELBOURNE THOMPSON.

BOGUS CABLEGRAMS.

OF late years there has been a noticeable increase in the attempts by the European correspondents of American newspapers to invent news and to colour the real facts so as to mislead the public. Intelligent and careful readers must have observed repeated instances of this. Some of the London correspondents are connected with the Irish Nationalists, and they consequently often write to please the American Irish, irrespective of the real facts. This was first brought to my notice after my arrival in America, by reading a cablegram to New York, announcing a mass meeting of 100,000 excited men in Hyde Park, London, where speeches were said to have been made that almost persuaded me—a Londoner—then a stranger to patriotic falsehood—that some grave political trouble was impending. When the London papers came to hand it appeared that the meeting only numbered 10,000 people, and that it was quite a tame affair. The war-correspondent satirized by Dickens in "Martin Chuzzlewit" had distinguished himself. The New York Herald goes to vast expense and takes great pains to obtain correct and early intelligence, but it is often unwittingly the dupe of the Nationalists; and their hopes and wishes are represented as certainties. Thus, during the general election of 1886, cablegrams were sent stating that the Irish voters in England controlled and would capture forty seats from the Unionists. The fact was, and is true to this day, that they can only control two constituencies, namely, the Scotland Division of Liverpool and North Manchester, both being poor districts largely populated by the Irish. At the recent bye-election at N. E. Manchester, although there are 2,000 Irish voters in the district, yet they failed to wrest it from the Unionists. The general election of 1886, comparing with that of 1885, resulted in Mr. Gladstone losing upwards of 120 seats in England, although the Nationalists voted for him. In 1885, in obedience to Parnell's orders (who was anxious to keep a controlling power in Parliament) they had fruitlessly voted against Gladstone. Thus, the Irish Nationalists in England, when they voted against Gladstone in 1885, failed to injure him, and when they voted for him in 1886, failed to do him any good: the truth being that their electoral strength has been vastly over-rated. During this summer there was a lengthy sensational cablegram, stating that an English lady of rank—her name being given—was about to figure in a divorce suit with about a dozen co-respondents, many of whose names were also stated. It proved to be a pure invention, and conclusively showed that some of the correspondents of the New York journals are strangers to both truth and honour.

The special correspondent of the New York Herald at Berlin recently cabled some statements which were manifestly pure fabrications. The substance of his lengthy cablegram was, that the Emperor of Germany recently behaved in a very extraordinary manner; more like the joke of the old-time Irishman wending his way to Donnybrook Fair in the hope that someone would tread upon the tail of his coat, than like the clever and circumspect ruler of a great empire, who well knows that the League of Peace extends only to defensive warfare; and that if he should attack any other nation, his allies would not assist him, and that he would have to depend upon his own resources.

The substance of the bogus cablegram was, that when the Emperor was in England, he informed the Queen that Germany was unable patiently to continue bearing the burden of armed preparation, and that under all the circumstances it was necessary that he should declare war against France at an early date. That the Queen requested Lord Salisbury to try and pacify the Emperor, but that the Premier, fearing that his so doing would precipitate a crisis, declined to do so, but advised her to write to the Czar, informing him of the facts, and suggesting that he should make friendly advances to France, so as to show that Russia would not allow of any aggressive war. That the Queen acted on Lord Salisbury's suggestion, and wrote to the Emperor of Russia, and that, in consequence, he invited the French fleet to Cronstadt, and the Queen also invited it to Portsmouth.

The whole story is false, and a tissue of absurdities. The public are positively asked to believe that the Queen

and Lord Salisbury caused the Herald correspondent to be informed of all their private conversations and correspondence. Lord Salisbury, in one of his recent speeches, humorously complained that some of his leading political opponents claimed to know a great deal more than he did of the plans, consultations, and decisions of his Cabinet; and also knew better than himself what his opinions and resolutions were.

All that is known of the Emperor of Germany shows that while he has prepared everything to repel the aggressive war, which all who know France are afraid will happen if Russia gives positive encouragement; yet that he is anxious for peace, and exerts himself to assure that object. We may therefore safely assume that the whole story is a pure invention—possibly Berlin stock-exchange operations had something to do with it.

All that is reliably known shows that at present the Czar is also anxious for peace, and that France will not stir unless positively assured of Russian help. The present financial and famine troubles of Russia almost preclude the possibility of war for some time to come. The only real danger is in the event of the Nihilists succeeding in their designs against the Czar's life—the future government might then, like the rulers of France in 1792, go to war in order to divert the then excited people from home affairs.

The present system of cabling inventions and doctoring intelligence for the New York political market has become a serious nuisance, and some steps should be taken to bring about a better method. FAIRPLAY RADICAL.

EDUCATIONAL WASTE.

EXAMPLES would be trite of the useful improvements in our generation which have utilized in the manufacturing world materials that formerly went to waste. And in the process of training up intelligent, well-educated citizens we have succeeded in making many economies of time and power by improved methods, the result of deeper insight into the nature of the forces at our command. The process of developing a highly civilized human being out of the crude material furnished by ordinary child-nature takes from ten to twenty years in the various stages of "manufacture" and involves the use of a considerable amount of capital. But there is no other branch of industry by which capital can be more certainly or more rapidly multiplied, looking at the question of popular education merely from the standpoint of the political economist. The standard authorities are unanimous in declaring that an educated man by his increased intelligence and trained will power can do more work and with better effect than an illiterate man, even when education has not proceeded beyond the very first stages and has merely enabled the recipient to read and write his own language. Every other valuable asset that can be produced either by skill of the hand, or by power of thought in the skilful application of capital, must ultimately depend on the physical energy, trained ability, and moral force that belong to the citizens of the country.

This is merely one way of stating an admitted fact—that the training and educating of the physical, mental, and moral powers of the incoming generation is the most important interest in any state, and that the total neglect of it for one generation would mean nothing less than ruin to the nation making the experiment. To argue such a self-evident proposition nowadays would be indeed superfluous labour.

But if the least avoidance of waste is of supreme importance in the manufacture of iron and cotton and chemicals, how valuable must be the least economy in the production of effective citizens by whom all the other wealth of the nation is elaborated. How much more valuable is the "raw material," how much more delicate are the forces brought into play, how much more enduring is the final product! How wickedly extravagant must be any waste of power through misapplication of energy and time in the unreturning hours of youth when alone it is possible for the average mind to learn the beginnings of that self-education which secures the highest and best results both to the individual and to the state.

The greatest and most inexcusable waste that can be committed is committed when we employ in the primary schools crude, inexperienced teachers with little practical skill and no proper conception of the vast interests both material and spiritual that are entrusted to their keeping. No other economy can be practised that will compare for a moment with the employment of none but thoroughly trained, tried, skilled teachers in the elementary schools. All outward material instruments such as fine buildings, complete apparatus, excellent books, are merely dead mechanical and powerless without the living intelligence, the mental power, the active soul of the accomplished educator behind them. The teacher is the controlling power and the motive force. In the extreme case it is more profitable for a child to sit on a bare stool or behind a hedge with a real teacher beside him than to occupy a walnut desk in a \$50,000 school with only a mechanical hearer of lessons to guide his gropings after light and intellectual freedom.

Stated in abstract terms, all this shines with the light and self-evidence of a primitive belief; but when we come to look at the practical application of the principle, we see how far accepted theory and actual practice may be divorced. In Ontario, for example, primary education receives a very fair share of attention, and our system

has many elements of power not found in other countries; and yet we find that considerably more than half of the teachers employed in the primary schools hold only the lowest qualification permitted by law, and that the majority have not spent as much time in the study of the theory of education as would suffice to learn the art of making and putting on a common horse-shoe properly. Three months' attention to the special duties of his business and life work would not enable a young mechanic to set up a shop of his own, nor even to engage as a journeyman. No veterinary surgeon with merely a quarter's training would be trusted with the life of a favourite horse; no druggist or dentist would be permitted to endanger human life by his ignorance with such short experience in the work of his profession, no matter what his previous general education might have been. This is precisely the measure of the apprenticeship served by the young teachers who will at the end of the year be licensed to go out to underbid, displace and expel older teachers who have just become fairly efficient—at the expense of their pupils. This cruel prodigality of childhood's single opportunity goes on from year to year, reproducing the same waste of money and of the golden years of youth. Here is the general fact: During their most plastic period we entrust the education of children to crude, unformed and immature teachers, and deceive ourselves with platitudes on our most perfect system. The pattern to be recommended to England—where, let us interject, pupil-teachers have to spend four years and run the gauntlet of examination four times before they receive certificates of the lowest grade; where the Normal School courses extend over two full years, while ours is only a little over four months. Is it not time now to put in practice greater economy of effort and resource, to put an end to this costly sacrifice, and to make more scientific application of our educational machinery? There are other extravagances and wastes that demand attention in our system, but there is no other prodigality that can equal this one of displacing every year a thousand teachers of some years' experience and filling the vacancies artificially created with a thousand raw recruits, of whom only a small percentage are old enough to be entrusted with the ballot. These annual "crusades of the children" may go on for a century, and at the end the public schools will not be any better than they are now. Nothing short of a radical change in the process of training and licensing public school teachers will avail to remedy the evil. A whole train of bad consequences would be obviated by this one step—starvation salaries, constant change of teachers and poor schools would rapidly disappear if the teacher took his place in the first instance after an extended training, and with the fixed idea that his profession was a permanent and honourable one, well worthy of the highest talents and the greatest devotion. In this rapid age we may easily have faith to believe that the closing years of the century will see this great work accomplished in several of the great civilized nations.

PRECEPTOR.

THE RAMBLER.

THE Bernhardt audience, though for the most part *en rapport* with the stage, had its amusing side. Coming out, one young man remarked that "light opera" was more in his line. There was the society dame who was disappointed that the play showed so little impropriety; "I didn't think it at all wicked, did you, my dear?" And there were the people who did not understand a word of the dialogue but who sat chained to their seats while the action was in progress, comprehending it all through the inimitable gesture and facial expression of the principals.

Victorien Sardou—who seems made for Sarah—is about sixty years of age, rich, gifted, hospitable and far from being written out. He evolves nothing absolutely new, but is a successful master of combinations. Of all his plays I like "Diplomacy," originally known as "Dora," the best. The scene for the three men has the merit of novelty, and is fresh, wholesome and strong. But "La Tosca" is not an inferior work of art, nor is it an improper (?) nor repulsive play, as you will imagine from hearing some people talk about it. These are the people who detest Strength in any form and call it vulgar.

The heresy case, in the matter of the Presbyterian body and Dr. Briggs, seems likely to die a natural death. Says Elizabeth Stuart Phelps—that noble and gifted woman who is a truer poet than half the so-called poets (of the other sex) to-day—"Fancy, for the nonce our Lord appointed chairman of the examining committee of a heresy hunting church! One imagines the eloquent silence with which he would sit out the accepted tests of fitness for membership. What does the candidate believe concerning the total depravity of all mankind? Is he aware that he committed the sin of Adam? What are his views upon the eternal damnation of the finally impenitent? Has he faith in the sanctity of immersion and the sacrament of infant sprinkling? Test his knowledge of the Trinity. Try his theory of the nature and office of the Holy Ghost. Is he sound upon the doctrine of election? Does he totter upon justification by faith?"

"Now conceive it to be the turn of the mute presiding Officer to put questions to the candidate. One may imagine that these test questions will now take a surprising turn. Have you a pure heart? Do you love the Lord your God with the whole of it? Explain to us your