

Notes and Comments.

We notice that in the list of books given in our issue of September 30th as suitable for a high school course, the name of Mr. I. J. Birchard, one of the authors of "The High School Algebra," was inadvertently omitted. A work which has received such high encomiums (in our own columns as well as elsewhere) as "The High School Algebra," should have been more accurately described. We hasten to rectify the mistake.

MESSRS. J. W. QUEEN & CO., of Philadelphia (whose advertisement appears in this issue) are making a specialty, we hear, of sets to be used to illustrate different textbooks, and are prepared to furnish sets to illustrate the course recommended by the Educational Department for Canadian schools. This firm are large dealers in scientific apparatus, including physical, chemical, and physiological instruments and appliances, such as are used in universities as well as those intended for high schools and academies.

THE editor of the *Central School Journal* (Keokuk, Iowa) forcibly says: "There are few sights more pitiable than the hack teacher, whose only interest in the work is in her monthly stipend; who sees the morning hour of nine with a shudder, and hails the evening hour of release with unspeakable joy. She hates her work, and possibly herself for doing it. What kind of interest and spirit can such a teacher instil into the minds of her pupils? what kind of a leader is she? A mere time-server—a worse than slave. We would to Heaven that our profession might be rid of these creatures, who, while decrying the work of the teacher, detract from the dignity and worth of the profession."

MR. HORATIO HALE'S "The Origin of Languages, and the Antiquity of Speaking Man," an address before the Section of Anthropology of the American Association for the Advancement of Science, at Buffalo, August, 1886, deserves a long and careful review. If Mr. Hale's theories are valid, a revolution in ethnological and philological investigation will be the result. Mr. Hale approaches his subject from an anatomical or rather physiological point of view, one quite new, we believe, to philologists. He bases his investigation chiefly upon the convolution in the brain the function of which is that of articulate speech—the third left frontal (Broca's). The subject is so important, and the writer so distinguished, that we hope shortly to devote much space to a review of Mr. Hale's address.

WE mentioned recently that Dr. Casswell Hewett, of Lincoln's Inn Fields, had discovered the synthetical or artificial mode of

making quinine, by which the price of that drug will be reduced to something like 3d. per ounce. The importance of this discovery (which was made two or three weeks ago through the accidental breaking of a medicine bottle) is rendered greater by the fact that while hitherto we have been depending for our quinine upon the cultivation of the chincona tree, from whose bark only about 2 per cent. of good quinine can be extracted, 98 per cent. being valueless, the drug can now be manufactured without limit by a very simple process from an article which can always be got in abundance in any part of the world. A few days ago, Dr. Hewett submitted a sample of his preparation to Messrs. Howard & Sons, quinine manufacturers, Stratford, who have expressed surprise at the result of their analysis, the sample being equal to the best quinine in the market. The discoverer is about to communicate with the Government, who annually spend in India alone about £60,000 in the cultivation of the chincona tree.

AN International Congress on technical education, commercial and industrial, was opened on Tuesday, September 21st, at Bordeaux. The Ministries of Commerce, Public Works, and Public Instruction sent representatives to the meeting. There were also present delegates from England, Belgium, Russia, Switzerland, Italy, Servia, Roumania, Spain, Portugal, &c. At the meeting on Wednesday Sir Philip Magnus, president of the Technical Institute of London, read a paper on technical education in England. He stated that the English are no longer so dependent as they were on Parisian artists for industrial designs, and that they now almost exclusively employed English draughtsmen in manufacturing lace, carpets, wall-papers, curtains, and furniture. M. Roy, the delegate of the Chamber of Commerce of Paris, replied to these statements. He admitted that, in consequence of the very meritorious efforts of associations and private persons, the production of articles of luxury had made great progress in England under the direction of Parisian managers, tempted to cross the Channel by the attraction of high salaries. But much was still wanting to elevate the taste of the English to the French level. Especially with regard to tissues, Lyons, Saint Etienne, Rouen, and Roanne maintained an incontestible superiority. It should, however, M. Roy added, be admitted that English competition was in the main a fair one. The case was quite different as regarded German competition. The English strove to equal the French by improving their methods, and getting their work done by good men. The Germans purely and simply appropriated French patterns, and reproduced them in inferior goods, which they sold as French products. M. Roy had no hesitation in saying that, as

regards the greater number of products, France could manufacture more cheaply than England, and with the same cheapness as Germany. The Germans and the English were spreading reports everywhere that the French could not manufacture cheaply. They knew better than anybody that this was a complete error. But they also knew that the best means of closing the markets against rival manufactures was to say that the goods of the latter were dear. By dint of hawking about this calumny in all directions Europe had begun to believe it, and the error had even taken root in France.

IN answer to correspondents we publish the following information:

The special subjects for First Class, Grade C, for 1887, are:—

THOMSON, "The Seasons,"—Autumn and Winter.

SOUTHEY, "Life of Nelson,"—last three chapters.

SHAKESPEARE, "Merchant of Venice," instead of "Timon of Athens."

For Grade A and B the course in English is:—

Composition:

1. History and Etymology of the English Language; Rhetorical Forms; Prosody. Books of Reference: Earle's Philology of the English Tongue; Abbot and Seeley's *English for English people*; Bain's *Composition and Rhetoric*, or Hill's *Rhetoric*; Marsh's *English Language and Literature*, Lectures VI. to XI. inclusive.

Literature:

1. History of English Literature, from Chaucer to the end of the reign of James I. Books of Reference: Craik's *History of the English Literature and Language*, or Arnold's *Literature, English Edition*; Marsh's *English Language and Literature*, Lectures VI. to XI. inclusive.

2. Specified works of standard authors as prescribed from time to time by the Department.

History:

Greece.—the Persian to the Peloponnesian War inclusive; Cox's *History of Greece* (unabridged).

Rome.—From the beginning of the Second Punic War to the death of Julius Caesar; Mommsen's *History of Rome*.

England.—The Tudor and Stuart Periods, as presented in Green's *Short History of the English People*, Macaulay's *History of England* (or Franck Bright's *History of England*, Second Volume), and Hallam's *Constitutional History*.

Canada.—Parkman's *Old Régime in Canada*.

Geography:

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.