

requires many generations of great speakers to originate the idioms of a speech like English, and they can be mastered only by wide acquaintance with its literature. What could be made of Shakespeare by looking out in a dictionary the meaning of the words he uses. It fact very few persons do fully respond to the language of Shakespeare and know all its meaning and beauty. Many great philosophers do not; they get more from a book of mathematics or chemistry. Several noteworthy attempts have been made to produce a general language of the same type as the language of mathematics, or chemistry, or botany. That is to say, the attempt is made to give to all the objects of our thought names which express their essential qualities, to classify them and express their relations to each other by their forms, and to make words expressive of all possible relations. Bishop Wilkins, one of the founders of the Royal Society of London, presented to that body an essay of this sort, which was published by the society in 1668, in a handsome folio. It contains not only a language such as has been just described, but also a real character for writing it, the letters of which are taken from pictures of the organs of speech while uttering them, reminding one of Mr. Bell's visible speech. This book most likely suggested to Leibnitz the practicability of a universal scientific language. He several times speaks of it, and seems to have seriously contemplated undertaking it. Such a language would be a universal language, much as the arabic figures are, or mathematical signs.

Other attempts at a universal language for correspondence and business purposes have been made. (Here follows a history and description of Volapük:)

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It would be easy to prepare a commercial vocabulary selected from English words now current, spelled according to a simple and reasonable system, and with the verbs and nouns made uniform in their inflection. This would make a universal commercial language, intelligible at once to the ninety millions of English-speaking people all over the world, and fifty times more easy for other peoples to learn than Volapük is at present. The difficulty of introducing such a speech is national jealousy. If Volapük can overcome this, it may well spread. If it does spread it will, of course, be much modified, and almost certainly will slough off a large part of its inflectional apparatus. It will be watched with the highest interest by all linguistic scholars. It is impossible that any artificial language should be worked out and established in use in our day without making most important additions to the knowledge, the resources, and the powers of the race.—*The Forum*

Teachers' Miscellany.

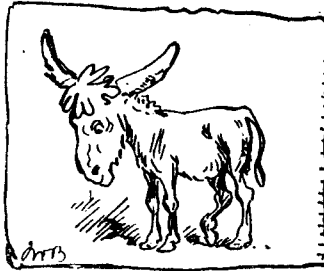
HUMOR IN THE SCHOOL-ROOM.

SUGGESTION TO THE COMPILER OF OUR NEXT SERIES OF SCHOOL BOOKS.

THE idea has of late years gained ground among educationists that reading-lessons, instead of being prepared solely with the object of teaching the young to read, should be made the means of inculcating sound views on a variety of questions. Thus, we have now readings on temperance, sanitary reform, forestry, etc.—calculated to impregnate the youthful mind with principles which will, as it were, blossom and eventually fructify in accordance with those great—just so—exactly—you get the idea, don't you? Well, now, what's the matter with making an equally obvious improvement by working in a few easy lessons of a humorous character interspersed with suitable jokes, with the object of sharpening the perceptive faculties of the pupils and developing their sense of humor. *Grip* is perfectly disinterested in making this suggestion. At first sight it might seem as though we had a selfish end in view, but a little reflection will dissipate such an impression. One of the first and most obvious results of a considerable development of the humorous faculty among the rising generation, will be to vastly increase the number of those whose ambition is to run a comic paper. We shall have a host of would-be rivals and captious critics hanging on the ragged edge of humorous journalism, and attempting to "merit a share of public

patronage." Nevertheless, unswayed by sordid considerations, let us give a specimen or two of the kind of juvenile literature which might awake latent paronomasiac talent in the adolescent intellect. Let us begin with

THE MULE.



This is a mule. Will he kick? Yes, he'll kick.* He is a kicker from way-back. The best way to twist a mule's tail is to get some other boy to do it. Mules have long ears. Let us go round to the front of him to get an ear view. As a Scotchman once said, there is something "awfu' eerie" about a mule. Is a mule any good to ride? Oh yes, nearly as good as a toboggan or a roller-coaster—but the ride don't last quite so long. It is sometimes hard to get on a mule's back, but then it is very easy to get off. The mule is soon tired. But he is not nearly as tired as the man who rides him. The mule is beginning to scratch his north ear with his left foot. Let us go away.

Do not fool
With the mule.

* * * * *
We have no doubt that the project thus imperfectly sketched will commend itself to the Educational Department, and that the next series of authorized readers will have a few easy jokes adapted to the youthful mind scattered here and there among their more serious contents. The habit of appreciating humor must be cultivated from the cradle if we are to have a full-orbed manhood.—*From Grip, Sept. 15.*

THE OLD SCHOOLMASTER.

A STORY OF SCHOOL.

THE red light shone through the open door
From the round, declining sun,
And fantastic shadows all about
On the dusty floor were thrown,
As the factory clock told the hour of five,
And the school was almost done.

The mingled hum of the busy town
Rose faint from the lower plain;
And we saw the steeple over the trees,
With its motionless, golden vane;
And heard the cattle's musical low,
And the rustle of standing grain.

In the open casement a lingering bee
Murmured a drowsy tune;
And from the upland meadows, a song
In the lulls of the afternoon
Had come on the air that wandered by,
Laden with scents of June.

Our tasks were finished and lessons said,
And we sat, all hushed and still,
Listening to catch the purl of the brook,
And the whir of the distant mill;
And waiting the nod of dismissal, that yet
Waited the master's will.

The master was old and his form was bent,
And scattered and white his hair,
But his heart was young, and there ever dwelt
A calm and kindly air,
Like a halo over a pictured saint,
On his face marked deep with care.

His eyes were closed, and his wrinkled hands
Were folded over his vest,
As wearily back in his old arm-chair
He reclined as if to rest;
And the golden streaming sunlight fell
On his brow and down his breast.

We waited in reverend silence long,
And silence the master kept,
Though still the accustomed saintly smile
Over his features crept,

*The teacher will here explain that the joke is on the heel.

And we thought that, worn with the lengthened
toil

Of the summer's day, he slept.

So we gently rose and left our seats,
And outward into the sun
From the gathering shades of the dusty room,
Stole gently, one by one;
For we knew by the distant striking clock,
It was time the school was done,

And left the master sleeping alone,
Alone in his high-back chair,
With his eyelids closed, and his withered palms
Folded as if in prayer,
And the mingled light and smile on his face,
And we knew not death was there.

Not knowing that, just as the clock struck five,
His kindly soul away
A shadow messenger silently bore
From its trembling house of clay,
To be a child with the saints in heaven,
And dwell with Christ away!

—*The New York Teacher.*

Book Reviews, Notices, Etc.

Synonyms and Antonyms. A complete dictionary of synonyms and words of opposite meanings, with an appendix of Briticisms, Americanisms, Colloquialisms, Homonyms, Homophonous words, Foreign Phrases, etc., etc., by Rt. Rev. Samuel Fallows, A.M., D.D. 512 pp., cloth, \$1.00. Fleming H. Revell, publisher, Chicago and New York; Williamson & Co., 5 King street west, Toronto.

Do you often get caught for a word—you can't get the word you want, something about the same meaning is in your mind, but you know there ought to be and is a more expressive word if you could think of it. You'll find it here.

Selections from Ruskin (on Reading and Other Subjects), by Edwin Ginn, with notes and a sketch of Ruskin's life, by D. H. M.

This is the latest addition to the excellent series of "Classics for Children," published by Ginn & Company, Boston.

Talks on Psychology Applied to Teaching. For Teachers and Normal Institutes. By A. L. Welch, LL.D., ex-President of Iowa Agricultural College. New York and Chicago: E. L. Kellogg & Co. 50 cents.

This little book of 136 pages aims solely to help the teacher in the active work of the school-room. Most works on mental science simply propose to aid in getting some knowledge of mental science as a science, and do not aim at practical teaching. This aims to show what mental efforts are made by the learner in learning, and how these efforts educate him.

Lamartine: Selected Poems from Premiers at Nouvelles Méditations. Edited with biographical sketch and notes by George O. Curme, A.M., Professor of German and French, Cornell College, Mt. Vernon, Iowa. Boston: D. C. Heath & Co., publishers.

The editor says in his preface: "I have lovingly gone over every line and have tried in the notes to bring out clearly to the searching student the thought, the feeling, and the image of the poet when there seemed to be difficulties in the way."

We have received also the following:—

Colloquia Latina. Adapted to the beginners' books of Jones, Leighton, and Collar and Daniell. By Benjamin L. D'Ooge, M.A., Professor of Latin and Greek, Michigan State Normal School. Boston: D. C. Heath & Co. publishers. 1888.

Caesar, De Bello Civili. By H. Awdry, M.A., Assistant Master at Wellington College. With maps and plans. Rivingtons, Waterloo Place, London. 1888.

Xenophon, Anabasis. Book II. Edited for the use of schools, with introduction, notes and vocabulary. By A. S. Walpole, M.A., Assistant Master in Rossall School. This belongs to the series of "Elementary Classics," in course of publication by Macmillan & Co., London and New York. 1888.