

Contemporary Thought.

EDUCATION should be in the largest degree liberal. It should make the man self-supporting, acquainting him with practical measures for comfortable and beautiful living. It should prepare him for citizenship. It should make him, it may be, a man of letters, or a scientist, or an artist. But it should go farther. It should strengthen and broaden his faith in God. It should deepen in his mind the distinction between right and wrong.—*Methodist Review.*

SINCE every modern government is necessarily in competition with other governments, either in the way of increasing its resources or perfecting its means of defence, it follows that aid to science is one of the factors essential to success; and that that nation which fails in far-sighted intelligence will lag behind in material affairs also. Science, both pure and applied, has become a necessity, upon which the welfare and very life of nations must depend. No nation can fairly expect to receive all the benefits of science while giving nothing in return. Even the narrowest utilitarian must see what vast results sprang from the niggardly public grant which rendered possible the first line of the Morse telegraph.—Professor F. W. Clarke, in *Popular Science Monthly* for March.

LONGFELLOW and Whittier, and Hawthorne and Holmes are household names among us, and yet, strange anomaly, they are entirely ignored in a curriculum which yet can find a place for *Gammer Gurton's Needle* and *Ralph Roister Doister*. There is something radically wrong here. It is a serious evil to regard English literature merely as an interesting relic of a bygone age, and to study it as a fossil or skull is studied by the ethnologist, and not as the living work of living writers, instinct with present human sympathy and heavenly aspiration. The inability or neglect which does not recognize literary merit unless it has been sanctioned by age and by English opinion is a foolish weakness in Provincial intellectual character.—*The Varsity.*

A PERSON signing himself "One Who Has Supervision of the Education of Some Hundreds of Young People," writes thus to the *Boston Daily Advertiser*:—"I thank you for your note in today's issue, touching the character of many of the pictorial theatre bills and posters of this city. I do so because it gives me an opportunity to say that I am one of thousands who are daily indignant at the infamous and ever bolder outrages which the authors and instigators of these vile pictures are perpetrating upon all decent people. Though no Puritan, either by birth or education, I desire with all emphasis to protest against these worse than heathenish abominations, and to beg the city authorities to close up at once a system of object teaching so utterly demoralizing. Have not the young and the pure at least a right to a clean highway?"

It is a hopeful sign that such thoughtful attention has, for the past few years, been given to the *what and how* of instruction in English. Both the principles and the methods of this work, in all the grades, have undergone careful examination and practical revision. And for a wise reason. Full

command of the mother tongue underlies and conditions accurate work in every line of study. Whether the pupil study or recite the facts of geography, the inductions of arithmetic, or the analysis of science, he must use his power over speech to give these expression. Ideas formulated in clear-cut terms, not those enveloped in mists and separated by chasms, accomplish effective results.—Prof. E. G. Smith, in *Indiana School Journal.*

BUT I would not be understood to in any way depreciate the importance of the scientific study of the English sentence. It certainly must gratify all true lovers of our mother tongue to see a deliberate stand taken in favor of a systematic, intelligent study of its forms and its powers of expression. We shall in this way come at last to realize that the English language is in a transitional state, and that its rules of grammar are not fixed, but changeable. That it is a living speech, not a dead one; that it is governed by use, not by form; that it is based upon the laws of thought and the growth of mind in each age, and is not simply a machine operated by cranks. Heretofore, the best authority in grammar has usually been the man who could in the shortest time show the absolute and fixed-from-all-eternity form and construction which a certain expression has, and what an ignoramus the other fellow was who couldn't perceive this.—Prof. E. G. Smith, in *Indiana School Journal.*

THE Council of the Shakespeare memorial says: "Donations or subscriptions will be gratefully accepted for the endowment fund, and authors, publishers, book-buyers and booksellers are respectfully solicited for presentation copies of any edition of Shakespeare's works, books illustrative of his life and times, essays, criticisms, plays as acted in London or provincial theatres, old Shakespearian play-bills, portraits of actors of his plays, medals—anything which bears the name, or is inspired by the fame of the great dramatist, will be welcome as stones to the cairn. It is also intended to collect general dramatic literature, thus forming a comprehensive reference library, or history of dramatic poetry and the stage. Visitors to the memorial, who wish to consult any work in the library, will have every facility for doing so on application to the librarian. Donors of books will add to the interest of their gifts by affixing book-plate and autograph."

No well-directed study is in vain. The child loses heart as well as power by not appreciating, not believing this. He studies hard, learns a lesson, and at recitation is asked no question in it, but on some phase of it that was not distinctly assigned, and the lesson is a failure and is so marked. He goes home impatient, disheartened, rebellious, declaring that it did no good to study so long and hard. Great care needs to be exercised to emphasize the fact that all study that is well done pays; and if it be not available as small change to-day, it swells the bank account for future draft. Daniel Webster once spent several days in preparation for a debate in the United States Senate that did not come off. His time was invaluable, but he did not complain; he simply laid aside his materials. Long afterward, a discussion was precipitated in which he must respond in the morning to one of the most effective speeches that had been made before that body, and no power on earth could have enabled him to do it but for that unused ma-

terial of other days; by its use he made the grandest argument that has ever been made in that hall. By such facts as these the scholars need to be encouraged to study for future emergencies as well as for class recitations.—*The American Teacher.*

IN these days the subject of the physical training of young men is occupying much attention, and the discussions are broad and full of interest. The fault is, that the needs of both sexes in this respect are not equally considered.

An erect figure, an organism in which the processes of life may go on without the ceaseless discord of functions at war with each other because of abnormal relations—in short, the added advantages which a fine physical adjustment gives to its possessor—are as necessary to one sex as the other, and for the same reasons.

If physical education and consequent improvement are things to be desired, it is not that a number of individuals as a result of this training shall be able to perform certain feats of strength or agility, but in its broadest sense it is for the improvement of the race, and the race cannot materially advance physically, intellectually, or morally unless the two factors which constitute the race share equally in whatever tends to its greater perfection. Therefore, if in consequence of proper physical training men can do more work, live longer, and transmit to their offspring a share of this improved condition, women also should be so trained that they can do more work, live longer, and contribute to the higher possibilities of their offspring by supplementing instead of thwarting the promise which has been presupposed in the higher development of the male parent.—From "Physical Training of Girls," by Dr. Lucy M. Hall, in *Popular Science Monthly* for February.

SCIENTIFIC education is a training in mental integrity. All along the history of culture from savagery to modern civilization men have imagined what ought to be, and then have tried to prove it true. This is the very spirit of metaphysical philosophy. When the imagination is not disciplined by unrelenting facts, it invents falsehood, and, when error has thus been invented, the heavens and the earth are ransacked for its proof. Most of the literature of the past is a vast assemblage of arguments in support of error. In science nothing can be permanently accepted but that which is true, and whatever is accepted as true is challenged again and again. It is an axiom in science that no truth can be so sacred that it may not be questioned. When that which has been accepted as true has the least doubt thrown upon it, scientific men at once re-examine the subject. No opinion is sacred. "It ought to be" is never heard in scientific circles. "It seems to be" and "we think it is" is the modest language of scientific literature.

In science all apparently conflicting facts are marshalled, all doubts are weighed, all sources of error are examined, and the most refined determination is given with the "probable error." A guard is set upon the bias of enthusiasm, the bias of previous statement, and the bias of hoped-for discovery, that they may not lead astray. So, while scientific research is a training in observation and reasoning, it is also a training in integrity.—From "The Larger Import of Scientific Education," by J. W. Powell, in *Popular Science Monthly* for February.