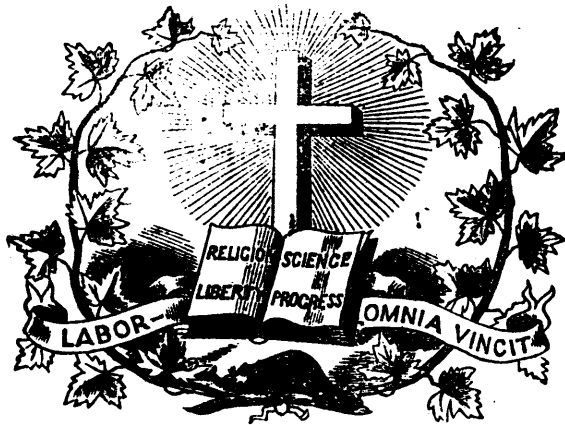


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The Teaching of English Literature in Schools.

Paper read by F. STORR, Esq., B. A., before the College of Preceptors.

I sometimes amuse myself by trying to analyse my dreams—to pick out the little bits of coloured glass, which in the kaleidoscope of sleep are transformed into such methodically mad visions. Will this grave and learned body pardon my levity if I tell them a dream I had, and the stuff it was made of? I had been giving, as usual, a lesson in Shakespere, and after that I had heard a class translate from the Gorgias of Plato (it was the passage where the irrepressible Polus is silenced by Socrates). On coming home from school, I found your Secretary's letter, reminding me of my engagement to lecture on the teaching of English Literature. My thoughts went back to the lesson of the afternoon, and I took down my “Morley” from the shelf, and, as I turned over page after page, I reflected somewhat sadly what a fraction of English literature I knew myself—what a fraction of that fraction I had been able to impart. To solace myself, I took to bed with me, as is my wont, one of my favourite authors; it was Heine's “Harzreise,” and I had read as far as the dream of the Göttingen professor, who wanders in a garden where the flower-beds are sown thick with quotations, from which the professor is busy selecting choice specimens and replanting them in his own flower-bed, while

above his bald head the nightingales sing their sweetest songs. Then there came a blank, and I have a dim recollection of a book falling; after that (how long I cannot tell) I was hurrying along Guilford Street, and was just opposite the Foundling, when from out the gateway a man met me, whose face and figure I seemed to know. The broad, wrinkled forehead, the bushy eyebrows, the upturned nose and prominent nostrils, could belong to no one but the son of Sophroniscus. I gave him a familiar nod and walked on, for I was behind my time, when he called me by my name and I was compelled to turn back. Taking me by the hand, he asked me reproachfully whither I was hurrying so fast, and whether I had not a moment to spare for an old friend. I told him I was going to give a lecture to the College of Preceptors, and was already late. “At least you have time to tell me the subject,” he said. I told him, and I know as I told him that I was lost. Step by step I was led into a discussion which seemed to me interminable. In vain I struggled to escape, he held me spell-bound like the wedding guest. I have only a confused recollection of an infinite series of inductions, in which blocks and razors, sunbeams and cucumbers, cobblers and lasts, eggs and grandmothers, formed successive steps; but before I awoke from my nightmare, I remember clearly that he had made me agree to four propositions—1. That I knew no English Literature myself; 2. That I knew still less how to teach it; 3. That English Literature (like virtue) was not possible to be taught; 4. That I was an impudent fellow, and no better than a sophist, in professing to teach teachers the art of teaching what I was ignorant of myself.

Gentlemen, I have told my dream, “which was not all a dream,” or at least issued from the gate of horn. I have come here to-night, like Chaucer's poor scholar, glad to learn no less than to teach, not to deliver an address but to assist at a symposium—a picnic to which each guest contributes his *eranos*, though on me has devolved the honourable and onerous duty of saying grace. You must already be taking me for a Scotch minister, and without more ado we will to supper with what appetite we have.

English Literature is such a wide subject, that, as in an Homeric feast, where a whole ox is served up, one is at a loss how to tackle it, and define the subject. Accepting for the nonce the established method of studying English Literature in schools, I propose to discuss how an English author can be read with most profit, how such a lesson may be made at once to convey the greatest amount of solid information, and (what is more important) to develop and stimulate a boy's faculties, and serve as a true intellectual gymnastic.

That is the main question I propose to discuss. But, before embarking on it, I would wish to moot another point, and learn from you whether you consider that English Literature has won its proper share in our school curriculum; and if not, why not; and what you consider the best way to promote the study. I will give you my own experience, promising that it lies within the somewhat limited range of public schools. I hope to hear from some present to-night, who can speak with authority, what is the practice of middle class schools in this matter. It cannot be worse than that of the public schools; and I imagine, as far as time is concerned, it must be better, though the reports of the Oxford and Cambridge Local Examination Board are hardly encouraging. (1)

I will not waste your time by insisting on the advantages of Literature, or re-opening the well-worn debate between the respective merits of a literary and scientific training.

All schoolmasters are agreed that some Literature should be taught; and, if we except a few of the old Shrewsbury type, all would allow that English Literature is worthy to take its place in the school curriculum beside that of Greece and Rome. In theory they would allow it, but how does their practice agree? From all I can gather, the youngest in this case fares the worst, and Benjamin's mess is a Barmecide feast. Some years ago, I applied to friends at all the chief public schools for statistics of the number of hours per week devoted to English teaching. I wish I could give you the results of my enquiries in a tabular form, but I found that the teaching was so irregular, and the amount of time varied so much with each form, that this is impossible. I think, however, that the answer of one of my correspondents will convey to you a fair impression of the opinion and the practice of head-masters in this respect:—"We all want to teach English, but cannot find the time. Please show us how. This is the knot of the question." I will try presently to untie (some will say, to cut) the knot; but first I would call your attention to a Public School Time-table drawn up by Sir J. Lubbock in the *Contemporary Review* of January 1876. The time-table represents, it is true, an ideal, not an actual, distribution of hours; but for that very reason it is the more valuable, as containing the views of our principal head-masters on the relative importance of subjects. Is it credible that in this table there is no heading for English Literature or English? Seeing that two at least of the schools included (Rugby and the City of London) do, as a fact, teach English, and teach it systematically, I infer that it must be included under History and Geography. But, whatever

(1) For instance, in the last Oxford report I read: "To the majority of the candidates the work of preparation had obviously been uncongenial drudgery. Many had apparently been encouraged to learn certain notes by heart, but proved unequal to the effort, and reproduced them in ludicrously mangled forms. It was clear that in many instances oral explanations either had been entirely omitted, or had been irrelevant or confusing."

may be the explanation, the fact remains the same. There is as yet no distinct recognition of English as a set subject in our public schools. And not only is our practice lamentably defective (this much, most would admit), but we are also compelled from these tables to infer that, as late as two years ago, the theory of head-masters was still behind the age; and our English reformers, Messrs. Abbott and Seeley, Meiklejohn, Skeat, Quick and Hales, have still a large field for their missionary labours.

The reason why this new subject has gained so little ground, and is still ignored in our upper schools, or taught only by fits and starts, is not far to seek. The educational *renaissance*, which we have witnessed in the last twenty years, has brought with it many new gifts, but its work is only half accomplished. Science, Modern Languages, and the Mother Tongue have been superadded to the old *quadrivium*, but little has been done to modify the old methods or economize time. Hence there has been a natural reaction; and school-masters not unjustly complain that, while the hours of teaching are shortened, the number of subjects to be taught has doubled; and that amid this multiplicity of subjects a boy's powers are frittered away, and thoroughness of knowledge and scholarly exactitude are shipwrecked. The root of the matter, as my correspondent remarked, is how to find time; and unless I can convince you that other subjects are bound to make way for English, I am free to admit that the reactionists are in the right, and that English is *de trop*. Our educators, it seems to me, move in a vicious circle; and no one class has the courage to strike out a straight path, regardless whether others follow or not. The Universities say, we must examine, and assign scholarships for the subjects taught in schools; the public schools say, we must stick to the old routine or we shall not gain scholarships, and the preparatory schools follow suit.

As English Literature, in some form or other—it may be "Tom Thumb" or "Line upon Line"—must form the first stage of a child's education, unless indeed, like Russian children, they come to learn a foreign tongue before their own, I will begin at the beginning and open fire on the preparatory schools. I was lately asking one of the best and most advanced of our preparatory masters whether he taught English. "I only wish I could," was his reply; "but without Greek and Latin verses it is impossible for a boy to take a high place at Eton or Harrow, and you don't know what it means to teach a boy, who comes to you barely knowing how to read, four or five new subjects in two or three years." So long as parents are what they are, so long as their highest ambition, no matter whether they be noblemen or roturiers, is that their child should gain a scholarship; (1) and so long as our public schools indulge in the pernicious game of brag, and try which can attract the most youthful talent by holding out scholarships for prodigies in knickerbockers,—it is hardly to be expected that preparatory schoolmasters, whose bread-and-butter depends on attracting parents, will resist the temptation of playing Sir Pandarus to the public schools. But what shall we say of the public schools? They surely are strong enough and independent enough to pursue their own line, disregarding University scholarships, and even, if need be, University class lists. Our entrance examination ought to consist mainly of English. Add Arithmetic, and the

(1) A preparatory schoolmaster said to me the other day, "I am having a letter lithographed in answer to parents enquiring whether their sons have any chance of a scholarship."

rudiments of French and Latin, and you have all that ought to be required of a boy of twelve. (1).

From the known to the unknown, from the simple to the complex, from familiar facts to easy generalization—synthesis first and analysis afterwards,—this is the only sure path in all sciences, and therefore in scientific education. In teaching English, you have certain materials to work upon. A child can talk, even if his vocabulary be confined to the two hundred words of the Dorsetshire labourer. He can form sentences simple and compound and “knows the difference ’twixt I and me.”

The first lessons in English Literature are learnt from our nurse or at our mother’s knee. If I had any voice in choosing a nurse for my children, I should lay the greatest stress on her power of story-telling. All who have read Scott’s life (and most of us have renewed our acquaintance with that most delightful of biographies in Mr. Hutton’s admirable abridgment) will remember the part his nurse played in determining the bent of his genius. In the nursery and in the kindergarten (that blessed invention of Fröbel for prolonging the heaven that is about us in our infancy) we follow the method of nature. With school-teaching the unnatural method begins. From the old familiar faces of Jack the Giant-killer, and the Ugly Duckling, the child is banished to a *terra incognita*,—a barbarous land, full of gorgons and hydras and chimeras dire, of imparisyllabic nouns and *verba irregularia*, of enthetic attributes and prolative infinitives. Listen to the pathetic wail of a child:—

“But, madame, the irregular verbs, *verba irregularia*, they distinguish themselves from the regular verbs, *verbus regularibus*, in this,—they are accompanied in the learning with a greater number of floggings, for they are horribly hard. In the gloomy cloisters of the Franciscan Convent close to the school-room, there used to hang a crucifix of green wood, and on it a desolate figure, which even now haunts me in my dreams, and looks down on me with fixed bleeding eyes. Before this figure I used to stand and pray, ‘O thou poor once persecuted God, do help me, if possible, to keep the irregular verbs in my head.’”

The child is no other than Heine, *das Weltkind*, who with all his worldliness preserved, in spite of Latin grammar and *verba irregularia*, of buffets at school and worse buffetings out of school, something of the innocent brightness of a new-born day,—the most brilliant *littérateur* of the century, who, like Scott, like Byron, like Sir H. Davy, like Lamartine, fed his genius from self-provided stores, and owed little or nothing to “that asinine feast of sow-thistles and brambles which is (still as in Milton’s day) commonly set before our youth as all the food and entertainment of their tenderest and most docible age.”

“But, my good Sir,” some modern Orbilius will exclaim, “you surely mean, sooner or later, to wean the child. You can’t intend to nourish a youth sublime on fairy-tales *minus* the science.” Certainly not, but I would have no violent break. Instead of crushing his imagination, I would develop it; and, by its help, wake and stimulate his other powers. To Jack the Giant-killer should succeed Robinson Crusoe (the only book which Jean-Jacques allows in a boy’s library); to Robinson Crusoe Pilgrim’s Progress or the Vicar of Wakefield; then Kingsley’s Greek Heroes, or Lamb’s Tales from Shakespeare; then Coleridge’s Ancient Mariner or Selections from Plutarch’s Lives, and so on.

And when the time came for the child to learn a foreign language—not before ten at the earliest, if I had my way—I would tinge the absinth cup of grammar with the honey of romance and anecdote. For the dry military despatches of Cæsar, or the dreary marches and counter-marches of the Anabasis (I am speaking from a child’s point of view), I would substitute such books as Bennett’s Easy Latin Stories or Phillpott’s Stories from Herodotus. Language, I freely admit, is a study well worth pursuing for its own sake, but there is no reason why at any stage of the process we should divorce the instrument of thought from the thought itself,—not see the wood for the trees, and *propter verba verborum perdere causas*. Ancient literature is like a casket of rare coins kept under lock and key, and we schoolmasters too often waste the best years of school life in teaching the elements of the locksmith’s trade. Most boys, when they leave school, are still fumbling at the wards; few attain even to a sight of the coins, and fewer still can read their image and superscription. Of the riches that lie at their feet, “the heaps of living gold that daily grow,” they have been told nothing, and value it no more than the children of Eldorado in the story value the golden nuggets in the streets. “Classics were the *rêveillé* of the 16th century, they are like to prove the nightmare of the 19th.”¹

But here I can imagine some modern Demetrius haranguing his workmen of like occupation and saying:—This fellow is introducing a pestilent heresy. Not only does he speak lightly of the great Mumbo Jumbo of Classics, whom all England and every public school worshippeth, but our craft is in danger to be set at nought. If the Vicar of Wakefield and Robinson Crusoe are to form a boy’s principal study, the schoolmaster’s occupation is gone. *Amo* we know, and *tupto* we know, but what are these?

A transitional time must bear hardly on the professional class. It calls for rare moral as well as mental qualities for a man who, half his life, has taught that the sun goes round the earth, to begin to teach that the earth goes round the sun. A fellow feeling, and a sense of my own infirmities, make me sympathize with the worthy guild of idol-makers. I too had to burn the gods I was taught to adore exclusively. Yet our case is not so desperate as our friend would make it out, and I hope there is no occasion for us to commit the happy despatch. Even with such a simple book as Goldsmith’s Vicar of Wakefield there is plenty of teaching to be done. True, it cannot be purely mechanical teaching, as a lesson in Cæsar or Xenophon too often is. The master must have prepared his lesson, and must have his wits about him. I undertake to say that any one who gives the experiment a fair trial will find that his great difficulty is, not to find enough to do, but to get through the lesson of half-a-dozen pages in the hour. But this topic has been so exhaustively handled in an excellent lecture of Dr. Abbott, † that I need not go over the ground again. I will only add one or two hints that I have picked up in the course of teaching:—1. At the end of each lesson give the class a clear outline of what you expect them to prepare for the next lesson. 2. In teaching grammar, drop accident, but emphasize logic. The following question was put the other day to a fourth form:—“If you eat too much pudding at dinner, and are sick, what is the cause, and what the consequence?” Out of thirty, two gave a correct answer. The first thing a

1. E. E. B.’s Table-Talk, unedited

† Lectures on Education, delivered before the College of Preceptors, pp. 41, 42.

(1) The Head Masters’ Conference of 1876 was almost unanimous in condemning the early introduction of Science.

child learns in grammar should be subject and predicate. 3. Half the lesson should be given with books shut. By judicious questioning, you will be able to keep up the thread of the story, and extract from the form a continuous narrative. In this way you will impart the most useful of all arts, the art of getting up a subject, and cultivate the most useful of all faculties, a pictorial or real, as distinguished from a verbal memory. 4. Set as an exercise, to reproduce on paper—first, the substance of a paragraph or chapter; secondly, as far as possible, the exact words of any striking passage; thirdly, to write something, for which you furnish the materials, in the style of the original. This is the only satisfactory way of practising boys in English composition. Essays proper, those bricks without straw, have, by common consent, been abandoned.

I have, I fear, taken up too much of your time in discussing the deficiencies of preparatory schools and the elementary stages of English teaching. My excuse for so doing must be my desire to lay the axe at the root of the evil, and my conviction that the first steps are the hardest. If my own experience has not been singularly unfortunate, it is the fact that the boys who enter our public schools know no English. They can say their Latin and Greek declensions; they know by heart a certain number of syntax rules in Latin, which they cannot construe, much less understand; some of them can compose Latin verses, but they cannot write a simple English sentence, and they have never so much as heard of De Foe, or Goldsmith, or Scott. And when they enter school their case is not much better. The time given to English literature varies, I believe, from an hour a week to nothing. In German schools six to eight hours are given to the mother tongue, and that is none too much.

Passing over the intermediate stages, I propose to devote the time that remains to the consideration of a lesson in English literature with the highest form.

I feel, however, considerable diffidence, not from want of definite views (whether right or wrong), but from the difficulty of enunciating these views definitely. On consideration, it occurred to me that I could best express myself by giving an outline of such a lesson. Please remember that it is not the *epideixis* of a Georgias or a Protagoras, but a model lesson. I am a pupil in a training school, and you are the principal and fellow-students taking notes and picking holes. I will select a very short passage, and one which all know by heart—Ariel's song in the "Tempest."

"Come unto these yellow sands,
And then take hands:
Courtied when you have, and kiss'd
The wild waves whist,
Foot it feately here and there;
And, sweet sprites, the burthen bear,
Hark, hark! Bow, wow,
The watch-dogs bark.
Bow-wow.
Hark, hark! I hear
The strain of strutting chanticleer
Cry, Cock-a-diddle-dow.

Burthen.
Ari.
Burthen.
Ari.

Full fathom five thy father lies;
Of his bones are coral made;
Those are pearls that were his eyes:
Nothing of him that doth fade,
But doth suffer a sea-change
Into something rich and strange.
Sea-nymphs hourly ring his knell:

[Burthen. Ding-dong.
Ari. Hark! now I hear them,—Ding-dong, bell."

But one word of apology before I begin. I am aware there is nothing new in the attempt, and that I am treading in the steps of Professor Hales, whose treatment of "Rosabelle" leaves, in one way, nothing to be desired. As I read his lesson I stood aghast as at a conjuror with an inexhaustible bottle or producing miles of riband from his mouth. But in one point he seems to me to fail. He does not indicate the true proportion and subordination of parts. Such a lesson would swamp an ordinary fifth form boy, and, I fear, make him exclaim with Barham, in the Ingoldsby Legends,—

"Non redolet sed olet quæ Rosabella fuit."

It has the cardinal fault that it smells too much of the lamp. I am reminded of the criticism I once heard a celebrated master pass on the lecture of an accomplished physiologist—"After hearing him I wanted to know nothing more about the eye."

To begin: First, I would make a clearance of the grammar and philology and word meanings. "Nothing of him that doth fade but doth suffer a sea-change."—Here "but" = *quin* (*i. e.*, relative-negative) will require explanation. To refer to Abbott for ellipse of "there is" is superfluous.

Such compounds as *sea-change*, *sea-nymph* are sure to have occurred so often as to need no emphasizing, *fathom*.—The two classes of words with plural the same as singular might be noticed.

"ring his knell."—"The curfew tolls the knell of parting day" is worth quoting as a stock line boys ought to know, and because the construction is disputed.

"kissed the wild waves whist" remains, the only difficulty of construction. Boys ought to have learnt from their notes Milton's

"The waves with wonder whist
Smoothly the waters kissed."

Does this throw any light on the construction? Has Milton borrowed from Shakespeare? Resist the tempting discursus on Milton's appreciation of Shakespeare.

So much for the grammar. Next the philology.

Whist.—Boys will see of themselves that this is an onomatopœia. The piece is so rich in these that it is quite worth while making a text for a short disquisition. *Bow-wow, ding-dong, cockadiddle dow, whist*.—We have not to travel outside the poems for types. *Whist*, too, is an instance how language solves the seemingly impossible problem of expressing negative ideas, and a reference to "Cavendish" is not inappropriate.

Burthen. "Wolves do howl and barke,
And seem to bear a bourdon to their plaint,"

Feately, sprite, courtsey, chanticleer.—All these are worth dwelling on, because the facts of their history are within a boy's range, and each of them is interesting. On *courtsey*, for instance, see H. Spencer's essay on manners and fashions.

Strain is doubtful, and *coral, knell, pearl, fathom* are barren.

These are necessary elements in an English lesson, but I should confine them within the smallest possible compass, or, if possible, get them over in a preliminary lesson, so as not to blunt a boy's appetite, or divert his attention from what is the real lesson. The first thing is to show him the connexion of the song with the rest of the play. It is necessary for the plot that Ferdinand should believe his father to be dead.—Why? The

answer to this question will show how far the class have grasped the story. One of the main difficulties in reading a play with boys, is to make them see that "all are but parts of one stupendous whole." In a Greek play, where the amount read is about a fifth, and the textual difficulties are tenfold, this is next to impossible. Even with a play of Shakspeare it is hard enough, and with a junior class I would begin by making them read the play in Lamb's "Tales from Shakspeare."

Secondly, I would try and show them that the song is in character with the speaker. They will already have learnt something of Ariel,—the most delicate creation of Shakspeare's genius—the spirit unchartered as the air which he impersonates, soulless like the Undine whose story he may have heard from his sisters—his service punctual and willing, differing no less from the hated drudgery of Caliban than from the labour of love of Ferdinand and Miranda. What point in his character does the song bring out? It ought not to want much prompting to make an intelligent boy see the elemental impassiveness, the absence of human feeling, in Ariel's song. Contrast the Ariel in Shelley's "To a lady with a guitar." It is a ditty, not a dirge. Compare the song of Guiderius, and Arrivagus in Cymbeline. The motive of both is similar, with one striking difference.

Lastly, there remains the higher criticism of the lyric, which I would only attempt with an advanced form. The poem is not only part of a drama, but a lyric—a picture complete in itself, and coloured by a single sentiment.

What is the picture? A calm sea with crystalline depths, half revealing forests of sea-weed, and with star-strown bottom. Some one in the class will have read Kingsley's "Glaucus," or Gosse's "A Year at the Shore," or bathed off Tintagel, or (excuse the bathos) seen the Westminster or Brighton Aquarium.

What is there modern in the picture? Can you think of parallel in Greek poetry? Some will have read Theocritus, and remember Galatea, "the maid more fickle and light than thistledown, careless of her lover, and cruel as the sea."

What is the difference? A few leading questions ought to bring out the contrast between the definite conceptions, the predominance of the human element in the mythology of the Greeks, and the infinite passion, the mystery, the vague spirituality, of the moderns.

What is the dominant sentiment, the motive of the poem?—A death by drowning.

Has Shakspeare treated the same theme elsewhere in the play? Alonzo thinks of his son as "bedded in ooze," and wishes that he may "lie mudded with him."—Account for the difference of tone.

Quote a similar picture from another of Shakspeare's plays. Many will have read Clarence's dream, and some will remember the "ten thousand men that fishes gnawed upon." Mr. Phillpotts here has pointed the contrast; I should have preferred a suggestion. With a picked class I might pursue the subject further, and show how Shakspeare generally viewed death, quote Claudio's "to lie in cold obstruction and to rot," the grave-digger scene in Hamlet, "our life is rounded with a sleep," or the closer parallel of the dirge in Cymbeline.

Lastly, how have other poets treated the same subject? Lessing's "Wie die Alten den Tod gebildet," Shelley's "Adonais," and "Lines written in dejection near Naples." Wordsworth's "A slumber did my spirit seal," Milton's "Lycidas," and Tennyson's "In Memoriam" would supply topics enough. And lastly, I would make them learn Webster's "Call for the

Robin Redbreast and the Wren," with Charles Lamb's criticism—"As that is of the water watery, so this is of the earth earthy. Both have that intensity of feeling which seems to resolve itself into the element which it contemplates." 1

If such a lesson as I have roughly sketched could be worked out in detail, if such criticism could be evolved from boys and not dictated to them, most would allow that a more valuable result had been attained, and that at less cost, than even the power to turn the lyric into Greek anapaests, or to construe a chorus of the Agamemnon.

But, it will be said, you aim at impossibilities; you presuppose a knowledge of English Literature, taste, judgement, and critical power, which no boy possesses. First, I would answer, that the lesson is not a fancy sketch, but was given to a sixth form of average ability. Secondly, the want of knowledge, which I freely admit, may be remedied to a great extent by good notes, or, still better, by hints given beforehand by the master. At the end of each lesson, a class should be told what will be expected of them next time. Let references be given them, let their attention be called beforehand to points which are not obvious, and we shall hear no more of the difficulty of exacting an English lesson, or the want of definite work to be done out of school.

I have only touched on one side of English teaching, and neglected what many would consider weightier matters. An essay of Bacon or Macaulay would of course require very different treatment, and would bring out their reasoning faculties far better than a lesson in Shakspeare. I have shown elsewhere how I think this can best be done.

I fear you will think me very pugnacious; but, before I conclude, I feel compelled to break a lance with my friend Professor Meiklejohn. In an admirable lecture delivered before this College, in 1868, on "What is, and what may be meant by, teaching English," Mr. Meiklejohn quotes a ludicrous specimen of the *caput mortuum* to which Ariel's Song is reduced in a popular book on English Composition, and proceeds from this text to decry "the vile art of paraphrasing." Of course, no sensible teacher would think of setting for a paraphrase a lyric like this, where the beauty consists mainly in the exquisite form and melody. Nor am I careful to defend this, or any other book, on English Composition. But I must protest against his indiscriminate onslaught on what I regard as the backbone of an English lesson. I have found by experience that a paraphrase of such a passage as Shakspeare's "If it were done, when 'tis done," &c., or Tennyson's "So careful of the type," or Bacon's "Essay on Studies," is sure to bring to the top the more thoughtful boys, and prove to the dullest what they would not otherwise credit, that they do not understand one little word of their author. Mr. Meiklejohn would, I think, allow that two-thirds of a *viva voce* lesson with an author whose language, grammar, and modes of thought are as difficult as Shakspeare's, must consist in a damnable iteration of paraphrase, paraphrase, paraphrase; and I do not see why the same lesson on paper is any more objectionable, while it is certainly more searching. When Mr. Meiklejohn further asserts that this dissecting process must destroy every germ of good taste, and kill all sense of poetry in a boy, I can only say that I have not found it so, either in my own experience, or that of my pupils. The passages of English poetry that

1. Cuttings have been taken from several flower-beds—J. A. Symond's "Studies of the Greek Poets," and Dowden's "Mind and Art of Shakspeare."

haunt me like a familiar tune, are those that I had to turn into Latin and Greek verse ; and this I reckon the chief, if not the only, gain from more wasted hours than I care to think of. True, the analytic process cannot go on simultaneously with the meditative or appreciative ; true, we need a wise passivity to enjoy a work of art ; true, " we murder to dissect." But after a time we feel all the more intensely the beauty of the living whole. " The glory dies not, and the grief is past." A rose smells as sweet, nay sweeter, to a Linnaeus than to a village schoolgirl.

I wished to have said a word or two on Histories of English Literature. Speaking as a schoolmaster, they are, in my eyes, an abomination,—one and all of them, from Professor Morley's learned Sketch to Mr. Brooke's tasteful Primer. I am heartily sick of such questions as, " Name the first English tragedy, comedy, and newspaper ; " " Name the authors of the ' Purple Island,' ' Morte-meriados,' and the ' Anatomy of Melancholy.' " What is a boy the better for having such facts stuck in his brain like pins in a cushion ? What does it profit him to know that Donne is sententious, Browne profound but paradoxical, Cowley Pindaric but methaphysical ? It is true that we must be prepared, on my plan, for abysses of ignorance. I was told by my Form this morning, that Dryden was the author of " Paradise Lost," and that the " Apocalypse " was a modern French novel ; but this sort of ignorance is to be cast out not by text-books of English Literature, but by raising the general level of culture.

I had also meant to have touched on editions of English School Classics, to have besought Mr. M. Arnold when next he condescends to edit for us a School Classic, to write a hundred notes as good as the one note on " Little Dicky " (a feeble spark to guide a boy through six of Johnson's Lives) ; and, in particular, to have joined issue with Mr. Aldis Wright, and pleaded the cause of " æsthetic notes," or, as I should prefer to call them, notes on the matter and manner, as opposed to notes on the words. But I am warned by the " World " of this morning, where I see two Principals of Colleges gibbeted for having written school books. " Vous êtes orfèvre, M. Josse." I forbear.

To recapitulate, and keep the discussion (which I have delayed too long) to the point, I will lay down four main theses :—

1. English Literature, as a subject of school teaching, should consist in the perusal of a few of the chief works of a few of our chief classics. Selections may be admitted sparingly. Histories of Literature should be tabooed.

2. English ought to form the main subject in preparatory schools,

3. In the lower forms of higher schools, not less than six hours a week ought to be devoted to English.

4. To provide the necessary time for English, Latin should be begun later, and Greek later still,—not before 14, or, I should prefer 16.

Such is the programme I propose,—a programme which, if carried out, would, I verily believe, work a revolution in education, and turn our " stocks and stubs," our " un-idea'd " athletes, and Jingoës of the Music Halls, into educated gentlemen and good citizens, trained in the school of Milton and of Mill. But I fear that I shall seem to many nothing but a dreamer of dreams.

Mr. Magnus said that the experience he had had in the examination of schools fully bore out the statements of the lecturer. He agreed with him as to utter inade-

quacy of the text-books of literature hitherto published to give any intelligent views of this large subject. Then, as to the setting of a " period " of English literature to be prepared by the candidates of the Local Examinations, he could not conceive what good object could be effected by getting young pupils to learn by heart the dry criticism contained in the text-books manufactured for the purpose. No intellectual training whatever could be got from such a method of study, and teachers should lift up their voices against it. If English literature could be generally taught in the way the lecturer had exhibited in the case of his typical lesson, a valuable intellectual training would be acquired. Professor De Morgan used to say that *any* subject could be made an intellectual study, if treated in the proper way ; but where were the teachers to be found for this sort of work ? He (Mr. Magnus) was inclined to the opinion that elementary science teaching would, on the whole, supply the best kind of training for very young pupils ; but, in the higher classes of a school, there could be no question that the study of the mother tongue and of the national literature should occupy a considerable portion of the time at present devoted to Greek and Latin.

Mr. Wilson regarded as a day-dream the expectation that its due position could be assigned to every one of the manifold subjects that were now being forced on the attention of teachers of the young. Natural science, mathematics, ancient and modern foreign languages, all had their claims, and something must go to the wall. He was of opinion that too much was being attempted, now-a-days, in making the paths of learning easy for the student ; and thus the discipline to be obtained by grappling with difficulties and overcoming them was in danger of being lost. There were other subjects which would, he thought, better call out the mental powers, and sharpen the faculties of boys, than the special study advocated by the lecturer. You could not get a boy really to understand a great author, for whose appreciation not only a fine sense of the niceties of language, but the experience of life, was required. In the process of analysis the delicate fibre of the poetry would be destroyed, and only a verbal knowledge remain. There was no need to force a boy to take an interest in the literature of his own country by making it a task.

Mr. Mast thought that the study of English literature should run like a golden thread through the whole of English child's education. The chief object to be attained was to stir up an intelligent interest in the literary productions of the present and past times. He was of opinion that the practice of public recitations should be encouraged, as well as of committing to memory the best passages of the best authors.

Mr. Bond gave it as the results of experience that the best effects were found to follow from beginning the study of the ancient languages at a later period than usual in the school course ; and when the ground had been prepared by a thorough study of the vernacular, the rate of acquisition of other tongues was found to be greatly accelerated, and the conquest more secure. The question was, what was to be aimed at in the study of English literature in schools—whether the facts, or the thoughts, or the mechanism of the language ? By placing the bare text in the hands of the pupils, by making the lesson an entirely oral one, and bringing out the essential points by active questioning, the subject might be made a good mental gymnastic. Paraphrasing, too, was useful in its place. He thought that it would not be advisable to confine the study to one or two classical works, and leave the rest ; the

pupils should be led farther afield, and be made acquainted with a number of works by different first-rate authors—at any rate, all the leading plays of Shakspeare might be read through in class. Much might be done by the aid of a good selection of typical extracts, exemplifying the peculiarities of style of different authors. The skilful teacher could make any subject disciplinary; and thoroughness and accuracy could be cultivated quite as well by the study of the English language and literature as by the study of the Greek and Latin classics.

The Chairman observed that the chief point was to awaken intelligence and to stir up interest in the subject. It was not possible to travel over the whole field of English literature; nor could we crowd into the school time all that it would be useful for a boy to know. Enough might be done for the cultivation of taste by the proper study of even two or three plays of Shakspeare. Attention ought specially to be given to teaching the pupils to read with intelligence, expression, and feeling, which was one of the best kinds of mental training that could be afforded. There could be no doubt that rapid progress was now being made, especially in the education of girls; and time was actually found for the study of English literature, without neglecting other important subjects.

Mr. Storr having replied to the different speakers, a vote of thanks to the lecturer concluded the proceedings. —(*Educational Times*).

Technical Education.

The Paris Exhibition of 1867 gave rise to a general demand for Technical Education. The report of the British Commissioners and of the working men sent over by the Society of Arts were full of lamentations on the superiority of all foreign work which involved a knowledge of art. The subject is again before the public committees. City companies and newspapers are at work, and it is hoped their deliberations will result in something practical; at present there appears no common basis of either action or agreement; no two persons are of the same opinion as to what is wanted to remedy the defect. The reverend principal of the Artisans' Institute thinks he is doing a noble work by encouraging a little dilettante modeling and carpenter's work in a garret in St. Martin's Lane, and some of the City companies have given donations to this work; and occasionally we hear of the technical education of bricklayers and masons, but what is meant by this technical education is not quite so clear to the outside public. Opinions differ very widely, not only in what is meant, but what is wanted, and the definitions which have from time to time appeared only add to the general bewilderment. One says, a knowledge useful to men in their work. Another, an intelligent appreciation of natural laws in their application to the industrial arts. Another, the teaching of mathematics and drawing in their relationship to various trades and handicrafts; and Professor Huxley, in a recent address, regards technical education not as the teaching of technicalities, but as the best training for enabling the pupil to learn them himself, and this training appears to be training of a good Science School.

The vagueness of these definitions arises from men not making a sufficient distinction between the science and practice of an industrial art. The union of science with practice is at present a dreamy impossibility, because it is difficult to unite the two qualifications in

the same person, except in very rare cases. To learn the practical work of mining, a man must go to work in a mine, but the theory of ventilation, the best methods of getting, transporting, and raising material can be taught in a schoolroom. In the same way a carpenter, to learn the practical part of his work, must engage in the work of the shop; but to understand the scientific principles involved in the construction of a roof, so as to use his wood to the best advantage in resisting the various forces acting upon it, he must know some geometry, mechanics, and mathematics. In 1820, Baron Charles Dupin began teaching the apprentices and workmen of Paris geometry and mechanics in their application to the manufacturing arts. Several professors and engineers, animated by a generous desire to promote this instruction, commenced courses of lessons to the apprentices and workmen in nearly all the manufacturing towns of France. This instruction was gratuitous; and in 1825, Baron Dupin says, thanks to the general and effectual assistance of a great number of municipal councils, mayors, prefects and sub-prefects, friends to useful knowledge, ninety-eight towns are endeavouring to rival each other in their zeal for imparting this new instruction to the working classes; and I can assert, because I have indisputable authority for the assertion, there are workmen who, since the opening of these classes, have improved their tools and instruments, and have constructed others more perfect, —workmen who have carried into their trades and occupations that geometrical and mechanical spirit which has simplified their proceedings, and which leads to that accuracy, economy, and precision without which the arts cannot produce anything either good or beautiful. There is no difficulty now in understanding what is meant by an apprenticeship to the trade of a carpenter; the lad in a certain number of years, dependent on his aptitude and the willingness of the men to teach him, learns the names and proper use of tools. In time he becomes a journeyman; if he be a careful, painstaking lad, able to set out his work, sparing no pains or labour in keeping his tools in order, and planing up his wood so that the stiles and different parts of his frame-work are out of twist, the tenons are accurately cut, and the mortices carefully made so that every part fits tightly and compactly together, he is regarded by his fellows and his master as a good workman. And if he take pleasure in his work, striving to do everything as perfectly as possible, there is nothing to which such a man may not succeed. Now this perfection in the Industrial arts may be attained, and often has been attained by men who could neither read nor write. But with a system of bargain and contracts, which encourage loose slovenly work, it is difficult to attain success. For every workman taking an interest in his work, and striving to do it well, except in some of the more artistic industries, there are hundreds, perhaps thousands of workmen, who never in their whole life did a piece of honest, good work. The men are not entirely to blame for this wide-spread demoralisation. The master, who used to work with his men, is now away in his yacht, and in companies there is no master. Between the workman and his employer there are a number of men who never did a day's work, either on the scaffold or in the shop. The foreman of a large engineering and fitting firm, employing a large number of apprentices, said to the writer: "When they go out of the yard we have nothing more to do with them till they come in again, and then it is our business to look after them." A large railway company, employing some thousands of skilled workmen and apprentices, used very properly

to select their apprentices from the sons of workmen. Lads who wished to be taken on, had to appear between 9 and 10 on Monday mornings, and the interview was something after this fashion: "What's your name? What shop does your father work in? How long has he worked for the company? How many brothers have you? Are you the eldest? What's your age? Go to No. 6 shed and tell the foreman to set you on." No question about education, or his school life, or his attendance at drawing or science classes—these are matters in which large industrial firms and companies take little or no interest. If the boy be steady, obliging, and is liked in the shop he is kept on, and in time rises to be an average workman, perhaps a good workman. If he be a troublesome, careless lad, against whom the men or foreman have taken a dislike, he is turned out and has to seek some other less skilled employment. If these companies required the sixth standard and a certificate in drawing and mathematics or mechanics before taking a lad into their service and then provided schools or classes for more advanced drawing and those sciences which bear on their particular industries, and if attendance a certain number of hours at these classes were made compulsory during the first four or five years of their employment, there would soon be a more intelligent class of workmen; and the time spent at these classes ought to be considered as time spent in the service of their employers. All attempts to unite the theory of an art with its practice, except under similar favourable circumstances, will be a failure. In looking over the list of Science and Art night classes, it will be found that scarcely any exist in connection with private firms or companies. There are a few noble exceptions, but in most cases employers have either discouraged any effort to establish night-classes or declined to give any assistance. More help and encouragement have been given by the clergy than any other body, and but for their friendly co-operation, the work of the Science and Art Department would have been a failure; but the clergy can only have an indirect interest in the extension of science and art instruction. They are certainly not animated with the idea that more drawing and more science will enable us to compete more successfully with other countries, but with the higher and older faith of St. Augustine, that every increase of knowledge has a spiritual significance and relationship to God's will and providence in this world.

The great want of working men is not technical schools such as some have described, but more general and scientific education; a wider development, by means of prizes, exhibitions, and scholarships, of the classes and schools of the Science and Art Department; a better training in drawing, in mathematics, and mechanics; which all enable men to regard their labour not as the instinctive toil of animals, but as a matter upon which they can exercise their faculties. It is to a large extent the defective elementary education of lads which prevents their attendance at science and art night classes.

The great aim of all technical education should be in the first instance a training in drawing and mathematics; and to attempt education of working men without this training is to begin building with the roof instead of the foundation. All attempts to turn a school into a workshop, or a workshop into a school, will certainly be a failure in the future as it has been in the past. When a lad knows his geometry and mechanics, he has no difficulty in bringing this knowledge to bear on his daily work. The various scientific principles involved in the constructive arts will never be learnt in a workshop, nor can the practical application of this

knowledge ever be acquired in a schoolroom. The future workmen and mechanics generally leave school before they reach the sixth standard; it is therefore almost impossible to teach them any of those sciences which relate to the industrial arts, and the so-called education of the working-man is at an end. He now devotes his leisure to newspapers, politics, and trade questions, and sinks to the level of the ordinary working-man. There should be a closer connection between the elementary schools and the science and art night classes, so that lads pass from one to the other with as little interval as possible. There should be in every moderate-sized town a graded or secondary school, to which the clever boys from the elementary schools should be promoted by examinations and exhibitions and scholarships. The organizations for this secondary scientific education already exists. For a long time the agents of the Science and Art Department have been urging the wider adoption of the Department programme, but managers and committees and School Boards and employers are slow to move. City companies and private individuals might render essential service by increasing the number of scholarships and exhibitions awarded by the Department. In many places these opportunities are lost because there is not sufficient local interest to raise the five pounds required by the Department. The great value of this scientific teaching is not to be estimated by its practical material value, but for the higher purpose of developing intelligence and making men more thoughtful and self-reliant, and giving them something to do and think about as a relief from their daily work; to make practical results the direct aim of all Science and Art teaching is to impede the very results for which we are working. The more general diffusion of scientific knowledge among working men and others will bring countless blessings and benefits to mankind; but to learn science for the sake of these benefits is to injure the science and lessen the benefits. There may perhaps be good reasons why education should be directed to secure material results; but this is not the spirit in which the education of the working classes should be directed.—(*The Schoolmaster.*)

Plutarch on Education.

People in a museum stand and gaze at a cracked crock, clumsy in shape, and looking as if a wash would do it good, who would pass all the china shops in London without glancing at the wares exposed in their windows. And in doing this they are not inconsistent, for they feel interest in the crock, not as a piece of earthenware, but as an antiquity—as a memento of a people, mayhap, effete when as yet the Briton chased wild beasts in the "forest primeval," and his destined conquerors tilled their farms on the melancholy shores of the German Ocean. Of course, many remains of antiquity are of great value on account of the light they throw on the details of the life of peoples passed away; but, quite apart from this, one feels an interest in them because of their mere age, and the associations they recall; indeed, it may be enunciated as a truism, that things which are only commonplace when new, and rubbish when old, are curious when ancient. This is especially the case with books. A book, for instance, filled with facts with which everyone was acquainted would find few readers. A man might say of it, almost in the words of Hamlet, "All of which, sir, though I most powerfully and potently believe, yet I hold it not" needful "to be thus

set down." But let such a book be brought to light a thousand years hence, and the press would not be able to meet the demand for it, so eager would people be to see what were held to be facts in the far-off past. For a book has this merit about it above all other antiquities, that from it you obtain definite statements, while from them you can only draw inferences. What a prospect of posthumous fame this opens up to writers of unsaleable books! A book which actually does owe its chief interest to the fact that it was written ages ago is Plutarch's *peri paidon agoges* ("Concerning the Education of Children). If it were published now, the only notice which would be taken of it in THE SCHOOLMASTER would be a review in some such words as these:—"This pamphlet can lay no claim to originality, although it is marked by strong common-sense. Its author has contented himself with collecting some truisms concerning education, expressing them in clear language, and enforcing them by apt illustrations drawn from observation and a varied reading;" but I believe the distance of eighteen hundred years which separates it from us will lend at least so much of enchantment to the view as to make a somewhat fuller account of it welcome to the readers of THE SCHOOLMASTER.

The purpose of Plutarch in writing the book is set out at the beginning:—"Let us see what can be said about the education of free-born children, and that which must be done that they may become distinguished by their morals." The end of education, then, is the making of a virtuous man; and to achieve this three things must concur—nature, instruction, and exercise. The beginnings come from nature, the advances from instruction, and the advantages from exercise—perfection from the three. If any one of these be at all wanting, virtue must be imperfect, for nature without instruction is blind, instruction without nature is defective, and exercise without both is incomplete. For an illustration of his meaning Plutarch draws upon agriculture, in which, to produce a bountiful harvest, the soil must be fertile, the tiller able, and the seed good. Nature resembles the soil, the teacher the tiller, and his precepts the seed. "I dare affirm with assurance that these three things have conspired and concurred to form the souls of those noble men whom the world honours—of Pythagoras, of Socrates, of Plato—of all who have won immortal fame. Happy and loved of the gods, then, is he on whom all these advantages have been bestowed." But let no one think that where nature has been sparing of her gifts, there instruction would be thrown away. Study can correct the defects just as sloth can corrupt the excellencies of nature. Plutarch then gives several examples to show the efficacy of constant labour, and the possibility of modifying or overcoming a natural tendency. Drops of water hollow stones; the friction of the hand wears away implements of iron and brass; a straight piece of wood, when bent to form the felloe of a wheel, can never return to its original and natural shape. When he has exhausted his illustrations (of which I have only culled a few) he goes on:—"But why need I say more? *for character is only a prolonged habit.*" This weighty sentence should be worn by every one who has the moulding of mind and morals, "as a sign upon his hand, and as frontlets between his eyes." It is driven home by an apt story. On a day when all the Spartans were come together, Lycurgus addressed them upon the influence and consequent importance of early training. When he had ceased speaking he ordered two dogs to be brought forth. He placed before them a hare and a dish. One of the dogs sprang after the hare, and the other threw himself upon the dish. "Here," said

Lycurgus, "you see the truth of what I have been saying made manifest. These two dogs are from the same litter, but being brought up in different ways, one has become a glutton and thief, and the other a hardy hunter."

As Plutarch distinctly understands education to be the making of a virtuous man, and not what it seems to be considered by many now—the forcing down the throats of children certain prescribed doses of instruction—we are prepared to see him place its beginning much further back than those would who think that the commencement of education is "A." We do not feel surprised therefore to find him treat of the feeding of infants, and even of matters anterior. He insists that mothers should "give suck and love the babe that milks" them. If they are physically incapable of suckling their children they should not entrust the work of doing so to the first comer, but should use great care in the choice of a nurse, and should, above all, choose no one who was not Greek. It should be remembered that Plutarch wrote for his fellow-countrymen, who looked down upon all other nations with as lofty a scorn as the Chinese do now. (1) The manners of children ought to be regulated from the commencement, and therefore they ought from their very births to be guarded from "barbarian" taint. "For youth is a thing easy to form and flexible, and instruction imprints itself in tender souls like the seal upon the soft wax." Hence, too, the young slaves who wait upon, and are brought up with the nurslings should be well behaved, and their Greek should be such as Polonius described the player's speech—"Well spoken, with good accent and good discretion." Plutarch strengthens his opinion with a proverb—"If you live near a lame man you will learn to halt"—so, if you associate with people who speak badly, you will unconsciously learn to imitate them.

When children are old enough to be placed under pedagogues (2) great care should be taken in the choice of these directors, lest the children be handed over to slaves who are either foreigners or have often changed masters. "What frequently happens now," says Plutarch, "is excessively ridiculous; for masters of the hard-working, trustworthy, and zealous among their slaves make some farmers, some shipmasters, some merchants, some stewards, some bankers; but if any among their slaves be one a drunkard and glutton, and unfit for any other occupation, to him they entrust their sons!" Plutarch then makes "the greatest and most important" of all recommendations: parents should seek for their children masters "irreproachable in their lives, irreprehensible in their manners, and widely experienced," for a well-directed education is the source and root of probity, and, as farmers fixs takes

1 It is interesting to note that *barbaros*, from which we derive our word *barbarian*, meant in Great a foreigner, but that the qualities attributed by the Greeks to a *barbaros* were just those which we associate with a barbarian.

2 *Pedagogue* is from the Greek *paidagogos*, which is itself from *pais*, Gen. *paidos* a child, and *ago* I lead. A pedagogue therefore was a slave whose primary employment it was to lead children to those who taught them. "In the discharge of his office a pedagogue slave acted as the guardian of his master's son, attended him at all hours, especially went with him to school and the places for gymnastic exercises, and had particular charge of his moral training."—*J. Donaldson, LL. D.* When it is borne in mind that the word translated "schoolmaster" in Gal. iii. 24 ("Wherefore the law was our schoolmaster to bring us unto Christ") is in the original *paidagogos* the metaphor will be clear. Paul means that the law is the pedagogue who leads the pupils to Christ the teacher. If schoolmasters would but remember the meaning of the word I think they would not be so fond of calling themselves "pedagogues." For teacher Plutarch always uses some other word than *paidagogos*.

around plants that they may spring up perpendicularly so wise teachers place precepts and counsels around youth that it too may grow upright. How can we sufficiently condemn or despise those parents who, through negligence or ignorance, hand over the care of their children to persons incapable or infamous? When they do this through ignorance perhaps they are rather to be pitied than despised, except when the worse than worthlessness of the preceptors they have chosen has been pointed out to them. If, then, out of complaisance to a friend who importunes them one behalf of the tutor, or overcome by the adroit flattery of the tutor himself, they still retain him, what words are strong enough to censure their conduct as it deserves to be? For a man to employ a bad tutor at the instances of a friend, is as if, when ill, instead of availing himself of the services of the skilful physician, who would heal him, he, from a desire to please, betook him to the quack, who will kill him. "Jupiter and all the gods! Can a man who calls himself a father pay more heed to the wishes of his friend than to the interest of his child?" Socrates used to say that he would like to mount the highest point in the city, and cry with a loud voice. "Oh ye men, can any folly top yours, in that ye spend all your strength in amassing wealth, and bestow no thought upon the children to whom you will leave it?" Such conduct, says Plutarch, is like that of a person who pays great attention to his shoes and none to his feet. Some men are so avaricious that they will not pay money enough to secure a good teacher, choosing, rather, cheap ignorance than a more costly knowledge. Such an one once came to Aristippus to ask him for how much he would undertake the education of his son. "For a thousand drachmas," said the philosopher. "A thousand drachmas!" exclaimed the father, aghast. "Zeus! I can buy a slave for that." "Do," was the answer, "and then you will have two—him you buy and your son." "I resume," proceeds Plutarch; "and my words should be taken as oracles rather than opinions: a well-regulated education is of supreme importance; it prepares the way for virtue and happiness, and ensures their attainment and duration. All other human things are, in comparison, petty and worthless. Good birth is, doubtless, fine thing, but it is one we owe to our ancestors; wealth is valuable, but uncertain; fame is honourable, but unstable; beauty is enviable, but fleeting; health is precious, but precarious; strength is desirable, but it is open to the attacks of disease and old age; education is the only thing in us deathless and divine: is above the accidents of fortune, beyond the touch of calamity; disease cannot destroy it, old age cannot impair it; war, which, like a mighty torrent, sweeps all else away, cannot wrest it from its possessor." Stilpo, the philosopher, made a noble answer to Demetrius, (1) who, when he had razed Megara to the ground, asked him whether he had lost anything. "No, truly," said he, "for virtue is no part of war's booty." In the same spirit was the answers of Socrates, who, when asked whether he thought the "Great king" happy, said, "I cannot tell, for I do not know how far he is virtuous and educated."

In the present age of printing a man can influence his fellow-citizens far more through the press than through any other channel, hence the art of writing is cultivated carefully; but in times past, when the spoken word was practically the only medium for communicating thought, oratory was the art most in vogue. This was particularly the case in Greece, which

may at times be almost said to have been governed by public meetings, and where, therefore, in an especial degree, a man's weight with the masses depended upon his ability as a speaker. Plutarch, naturally, in a work on the education of Greeks, has a good deal to say upon the cultivation of oratory, which was so important a part of it. I pass over what he does say, and I shall only lightly touch on another subject which he dwells on—gymnastic exercises. These also necessarily occupied a large share of attention among a people with whom the culture of physical strength and beauty was almost a religion. "It behoves not to neglect violent exercises of the body," says Plutarch. "Send children to the gymnasium; there let them take just the amount of exercise which shall conduce to bodily grace and vigour, and shall stop short of fatiguing them so that they cannot attend to their studies; for, as Plato says, 'Sleep and fatigue are the enemies of learning.'"

From the time when Cain said "My punishment is greater than I can bear," till now, the matter of correction has received what may at least be called a fair share of notice. Of course, Plutarch speaks of it. I translate what he says into words of one syllable, that Lord Townshend or some other wiser-than-Solomonite may have it reprinted for distribution in infant schools:—"I say that we must lead the young to do what is right by kind words, and not, oh, ye gods! by blows, which seem to me to be more fit for slaves than for those who are born free. Blows make them to hate toil, both for the pain which they cause and for the shock with they give their pride. Praise and blame will do more with a child born free than all your blows, for praise will urge him to do right, and blame will stop him to do wrong." Plutarch, in a very marked way, excepted slaves from the benefit of a rodless rule. Perhaps some dear old lady will explain what modern teachers are to do with those children who, though ingenious in the original sense of the word, exhibit the vices of slaves. As Plutarch places the beginning of education earlier, he places the end of it later than schoolmasters can hope to do. He makes education commence in the infant and conclude in the man. He insists, and rightly, that the youth needs a far more watchful care than the child, for the faults of the latter are easily corrected, "being chiefly irreverence towards their masters and want of attention to their lessons," while those of the former are often grave and fatal. Plutarch concludes his book with a number of miscellaneous moral maxims to be impressed upon the minds of youth. I believe those who read this article through will agree with me in my estimate of Plutarch's book. He shows therein, that though he is no philosopher, yet he is a very sensible man, a clear writer, and a good story-teller.

DAVID SALMON.

—(In the Schoolmaster.)

School Ventilation.

By DR. EDWARD WILLOUGHBY.

Since the passing of the Elementary Education Act of 1870, and the consequent formation of Schools Boards wherever the existing accommodation can be shown to be insufficient for the wants of the population, the building of new schools has gone on apace in every part of the kingdom, but we greatly fear that the question of ventilation has not received the attention it deserves at the hands of the architects of the new schools. The

1 Demetrius, when he plundered Megara, ordered the house of the philosopher to be left safe and unmolested.

Board Schools especially, erected at the public cost, and in a sense, regardless of expense, are many of them models of what school should be as regards solidity of structure lighting, and general arrangements. It is, however, a matter for regret that in the great majority no special mode of ventilation distinct from and independent of the windows has been introduced, and a grand opportunity of directing the public attention to such modes has been lost. Thirteen of their newest schools are warmed and ventilated on Price's system, but in the rest the older fashion is followed. Windows are primarily intended for letting in the light, though properly made auxiliary to ventilation in hot weather, and for the rapid and complete renewal of the air in the intervals between the periods of instruction. This omission is, however, of less importance in such buildings, since the greater loftiness of the rooms permits of the upper lights or sashes being opened in cold weather with less sensible inconvenience of teachers and scholars than in buildings of older date, where the rooms are for the most part smaller and of less height. No one can have entered a school about twelve or four o'clock, especially in winter, without noticing the close, fusty smell, which one coming straight from the fresh air may not only perceive but almost literally feel, quite different from the agreeable sensation of warmth which he would have experienced when the school was first opened.

Most of our younger masters have some acquaintance with physiology, and will not need to be told that this smell is due, not to the presence of carbonic acid gas—which however injurious, is without any odour—but to the exhalation of organic matter in a state akin to putrefaction from the lungs and skin, as well as to the dirt adhering to the unwashed bodies and clothes of so many children. The inhalation hour after hour of an atmosphere thus laden with impurities, inorganic and organic, must tell in the end on the health alike of teachers and taught, perhaps even more on the former, since the children are for the great part insured to like conditions at home, producing a generally feeble vitality with a sort of callousness to its effects, though these influences in their case find a certain set-off in their outdoor and street-life at other times. It is on the pupil teacher that the exposure to foul air tells most heavily; indeed we are convinced that the lassitude, the physical and mental depression so often witnessed during the course of their apprenticeship, and notably among female pupil teachers in their third and later years, is in reality far more generally due to this one circumstance than to the trying and arduous nature of their work. Unlike their brothers in the schools, they do not blow off the ill effects of the air they have been breathing by a game of cricket, or football, their utmost recreation being often making themselves useful at home. The practice of many pupil teachers of taking their dinner in the class-room is to be strongly deprecated. Six hours' school work, and another hour or more reading with their head teachers are surely enough to spend in such an atmosphere, besides the fact that the use of a room in the school will in cold weather interfere with its thorough airing in the mid-day interval. Such young people are more injuriously affected than their elders, their growth being still active and incomplete. But who can say how many deaths of masters and mistresses from consumption, not to mention the frequent loss of time and money and injury to their professional prospects from enforced resignations and retirements from work for weeks or months through broken health, are attributable not to the work itself but to the unfavourable conditions under which it is

carried on? Probably the statistics of the Teachers' Provident Society will throw greater light on this question; but even in the present state of our knowledge there is good reason to believe that much of this illness spring from strictly preventable causes. The regulation allowance of eight superficial and eighty cubic feet for each child in average attendance is ridiculously inadequate, unless supplemented by ample renewal of the air. The Poor-Law Board demands 300 cubic feet for each inmate of the workhouse dormitories, and in the metropolitan lodging houses thirty superficial and 240 cubic feet are insisted on. Even these are minimum allowances, permitted under special circumstances, not recommended, for in barracks 600 cubic feet are allowed. It may be urged that children need less than adults but this is only true in a partial sense; their lung space is less but their respirations are more frequent and though their evolution of carbonic acid may not exceed the half of that given out by adults in the same time, yet their health demands during the period of rapid growth and of development a greater purity, that is, a more abundant supply of fresh air, relatively if not absolutely, than adults.

Besides the additional production of carbonic acid and other gases from the gas lights, which during the dark and foggy months of winter, are often wanted throughout the afternoon's sitting, and for which no allowance is made, although each ordinary burner vitiates an amount of air equal to about six grown men, we must take in to account the emanations from the clothes and persons of such a mass of humanity, too often of the "great unwashed." It is a fact well ascertained by experiment that the injurious effects of breathing air already vitiated by previous respiration differ entirely from those produced by the mere inhalation of carbonic acid, fatal though that may be in a concentrated state. The former are those we daily see and feel in crowded assemblies, theatres, courts of law, and which many will recognize as frequently experienced by themselves in school; dull headache, giddiness, loss of appetite, an indefinable sense of lassitude, and weariness, with a disinclination to exertion. Physical exercise, which might relieve these feelings is shunned, and mental work gone through listlessly. Many a pupil teacher is thus compelled to resign from a belief that his health is unequal to the work and, and others who at first gave promise of doing well, acquitting themselves less satisfactorily at each succeeding examination and growing indolent and perfunctory in the management of their classes, are persuaded to retire by disappointed teachers and managers, who naturally conclude that they want the energy and capacity which the duties of a master demand. Doubtless the period of apprenticeship, even when abridged by two or three years through the candidates availing themselves of the privilege of their age to pass in the subjects of later years, is an efficient and valuable means of sifting the aspirants to the office of teacher by weeding out such as are really deficient in those qualifications which no examinations can test, and which, though capable of great development by practice, must be inborn; and this fact is enough to justify the prejudice against the admission to examination for certificates of acting assistants under Art. 47, b. 3. But we are convinced that the break down of many pupil teachers, especially females, is to be attributed not to any natural unfitness, but to the unhealthy circumstances under which they have laboured. We have seen such on being transferred to other and healthier schools suddenly awake from their lethargy and rapidly develop into sprightly and intelligent teachers.

The simplest and surest evidence of success in ventilation—one that the teacher should aim at securing—is that on re-entering the building after being ten minutes in the open air, when it has been two hours in use, he should not be sensible to any such palpable smell, politely called "closeness," as he would be sorry to find in his own house on returning to dinner. He will not always succeed, except perhaps in really hot weather, but should steadily keep such a state of thing in view. *First*, and always, so soon as the children are dismissed, let every aperture, door or window, be thrown wide open, that the whole building may be blown through and through. Not only will the air be thus completely renewed, but much of the organic matter suspended, in the air will be prevented from settling down and adhering to the walls and furniture—a matter of great importance, though not commonly appreciated. In cold weather, it will of course be unadvisable that any teachers or children should remain in the school during this process of perflation, as it is technically called. *Next*, if it be found possible to keep a number of windows open during school without creating unpleasant draughts, no consideration of economy in fuel should be allowed to interfere with ventilation. It is a most mischievous notion to save coals by substituting animal heat as a warming power. The windows of schools are generally raised well above the heads of the inmates, and it is rarely that half of them cannot be more or less open. They need not be widely so, nor should those opposite one another be chosen for opening while the room is in use. The top sashes of common windows may always be let down a little; swinging sashes are very generally in vogue, and they, as well as the valvular boxes introduced into Gothic windows, direct the draught upward.

The teacher may often in this way suggest to the managers improvements which will be found very effectual though inexpensive; for instance, in the topmost rooms, or rooms with simple unceiled roofs, dormers fitted with louvres may be introduced into the roof. In flat ceiled rooms a number of air-bricks or box-valves opened and shut by a cord may easily be fixed just below the ceiling or cornice. Sashes of Gothic windows opening doorwise on hinges may be re-hung, so as to swing on their transverse axes, or valves, as seen in churches, may be fitted in each, and in common sash-windows the well-known Moore's ventilator, a sort of glass Venetian blind, might be set in the place of one or more panes in each window, and kept open in all weathers. Open grid-work might more generally be employed in the ceilings as nearly as possible over the gas burners, air bricks being at the same time inserted in the walls between the lines of the ceiling of the lower, and the floor of the room above, and Dr. Arnott's valves in the chimneys, a few feet above the fire-place. All these alterations would reasonably fall within the class of ordinary repairs, and a master whose general intelligence commanded the confidence of his superiors would not be considered exceeding his duty in urging them on his managers. Of course the case is otherwise with respect to the introduction of special arrangements for warming and ventilation combined—as Price's, adopted in several London Board schools, or Galton's stoves, as used in St. Saviour's, Hoxton, National Schools, and other arrangements which, though admirable in themselves, involve considerable outlay. He might, however, protest against any attempt to substitute close stoves for open fireplaces, which, however wasteful, are at any rate, powerful means of ventilation. In buildings originally constructed on scientific principles, ventila-

tion, in the sense not of perflation but of an equable and insensible though constant renewal of the air, is found to be more successful in cold weather than in hot—that is the success of such methods is more conspicuous the greater the difference of temperature of the outer air and of the room, but with the ruder mode of ventilation by windows, the wish of avoiding draughts is a strong temptation to neglect. Especially is this the case during the autumn months when the weather is chill and damp, but while motives of economy or blind adherence to the rule of not commencing fires before a certain day in November lead to the closing of all doors and windows.

We are anxious to call the attention of teachers to a matter of vital importance to themselves, and to the children committed for no inconsiderable proportion of their early years to their care, and shall be pleased to hear during the winter the experiences of teachers, whether in old-fashioned or modern schools, as well as those in which the most recent and perfect systems of ventilation and warming have been introduced.

POETRY.

IF.

I wonder that some mothers ever fret
At their little children clinging to their gown,
Or that the footprints, when the days are wet,
Are ever black enough to make them frown.
If I could find a little muddy boot,
Or cap, or jacket, on my chamber floor—
I could kiss a rosy, restless foot
And hear it patter in my house once more.

If I could mend a broken cart to-day,
To-morrow make a kite to reach the sky,
There is no woman in God's world could say
She was more blissfully content that I!
But ah! the dainty pillow next my own
Is never rumpled by a shining head!
My singing birdling from its nest has flown—
The little boy I used to kiss is—dead.

TRUE.

True to the promise of thy far-off youth,
When all who loved thee, for thee prophesied
A grand, full life, devoted to the truth,
A noble cause by suffering sanctified.
True to all beauties of the poet thought
Which made thy youth so eloquent and sweet;
True to all duties which thy manhood brought
To take the room of fancies light and fleet.
True to the steadfast walk and narrow way,
Which thy forefathers of the covenant trod!
True to thy friend in soul or sunny day,
True to thy home, thy country, and thy God!
True to the world which still is false to thee,
And true to all—as thou art true to me.

True to the vow that bound us in the lane,
That summer evening when the brown bird sang,
Piercing the silence with sweet notes of pain,
While echoes over all the woodland rang;
True to the troth we plighted on that day,
Each to forsake all other for the one;
Cleaving together through the unknown way,
Till death made void the union then begun.
True to the love brought by a little hand;
True—though the patter of the childish feet
Have passed from earth into the silent land;
Loss hallows love, and love is still complete;
I can lift up mine eyes from tear-drops free,
For thou art true to all these things—and me.

OFFICIAL NOTICES.

Department of Public Instruction.

APPOINTMENTS.

SCHOOL TRUSTEES.

His Excellency the Lieutenant-Governor has been pleased, by order in Council, dated the 10th of October 1878, and in virtue of the powers conferred on him, to make the following appointment, to wit :

Bagot, Saint-Theodore d'Acton.—Mr. David Adam, he not having been replaced by any election.

Notices of application to erect school municipalities in virtue of the 5th section, 41 Vict., chap. 6.

Notice of application for the erection of a school municipality under the name of Saint-Edmond du Lac à Saumon, in the county of Rimouski, the following territory, to wit : The whole of township Lepage, township Humqui, including therein the inhabited portion of the seigniory of Metapediac, to Samuel Low's lot inclusively.

To detach from the school municipality, of Ile Saint-Ignace, county of Berthier, to annex them to that of Ile Madam, same county, the following lands, namely : those of Pierre Cardin, Narcisse Cardin, Joachim Cournoyer, Paul Chevalier, Pierre Cournoyer, Paul Bergeron, Olivier Ethier, Paul Cournoyer, Charles de Blois and Paul Ethier.

Minutes of proceedings of a meeting of the Protestant Committee of the Council of Public Instruction, held on Wednesday the 28th August 1878.

EDUCATION OFFICE,

Quebec, 28th August, 1878.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held in the Education Office, Quebec :—Present, the Hon. G. Irvine, Chairman ; Dr. Dawson ; W. W. Lynch, Esq., M. P. P. ; the Hon. J. Ferrier ; the Hon. Judge Day ; Dr. Cameron, M. P. P. ; R. W. Heneker, Esq. ; the Hon. Judge Dunkin ; and the Hon. G. Ouimet, Superintendent of Public Instruction.

The Minutes of former meeting were read and confirmed.

The Hon. G. Irvine, signified again his desire to resign his position as Chairman of the Committee, on the ground that he was unable to be present at, and during each meeting. The matter was in the meantime held over.

The Secretary stated that as directed at the previous meeting, he had sent copies of the amended Regulations to all the Protestant and mixed Boards of Examiners in the Province of Quebec, and that copies of the printed examination-papers for Teachers' Diplomas remaining over after the examinations had been distributed among the Academies and Model Schools.

Letters were read—one from Dr. Cook in regard to the classification of Academies and Model Schools, one from the Rev. Hugh Maguire, Presbyterian, Minister of Wakefield, P. Q., asking for an increase of the grant from the Superior Education Fund to the Model School of LaPêche, and one from William Gibson, Esq., Secretary to Board of Examiners for the District of Bedford regarding the amended Regulations for the examination of candidates for Teachers' Diplomas.

The Reports of the Inspectors of the Academies and

Model Schools were read, and the returns of said Inspection were laid before the meeting.

The Marriage License Revenue for the past year after the deduction of \$200 for management amounted to \$6226. Of this sum \$5000 were appropriated to University Education, as follows :

McGill University	\$2500
Morrin College.....	1250
Bishop's College, Lennoxville.....	1250

The balance of the Marriage License Fund amounting to \$1225 being added to the grant from the Superior Education Fund \$9980.13, made a total of \$11,206.13 for distribution this year.

The Committee after carefully considering the Reports and Returns of the Inspectors of Academies and Model Schools in connection with the Annual Returns from the different Educational Institutions agreed to recommend the payment of the following sums annexed to each.

Universities and Colleges.

McGill University and Colleges	\$1650
Morrin College	500
St. Francis College, Richmond.....	1000
University of Bishop's College, Lennoxville	1000
	<hr/>
	\$4150

Academies.

Stanstead (Wesleyan Ladies College).....	\$600
Huntingdon.....	600
Lachute (College) Argenteuil.....	500
Compton (Ladies' College).....	400
Sherbrooke.....	400
Bedford, Missisquoi.....	300
Coaticook, Stanstead	300
Granby, Shefford.....	300
Knowlton, Brome.....	300
Iacolle, St. Jean.....	300
Inverness, Megantic.....	250 pd.
Cookshire, Compton.....	200
St. Johns, St. Johns	200
Waterloo, Shefford... ..	200
Berthier-en-haut, Berthier.....	150
Hatley, Stanstead.....	150
Clarendon, Pontiac.....	150
Sutton, Brome.....	150
Magog, Stanstead	150
Sweetsburg, Missisquoi	100
Danville, Richmond.....	100
Dunham, Missisquoi.....	100
Freligsburg, Missisquoi.....	100
	<hr/>
	\$6000

Model Schools.

Clarenceville, Missisquoi.....	\$ 75
Mansonville, Brome.....	75
Stanbridge, Missisquoi	75
St. Henry, Hochelaga	75
Valleyfield, Beauharnois.....	75
LaPêche, Ottawa.....	60
Cowansville, (Ladies) Missisquoi.....	50
Eaton, Compton.....	50
Philipsburg, Missisquoi	50
Bury, Compton.....	50
Ulverton, Drummond.....	50

Leeds, Megantic.....	50
Maple Grove, Megantic.....	50
Marbleton, Wolfe.....	50
City of Hull.....	50
Rawdon, Montcalm.....	50
St. Dunstan, Quebec.....	50
St. Etienne, Chelsea.....	50
Three Rivers, St. Maurice.....	50
Grenville (Ladies School).....	50
Warden, Shefford.....	50
	\$1185

The appropriations recommended above, viz : \$4150 to Universities and Colleges, \$6000 to Academies and \$1185 to Model Schools amount in all to \$11,335 being in excess of the sum for distribution by \$128.87. The Committee authorized the sum of \$128.87 to be paid from the Contingent Fund.

The increase of grant to the Inverness Academy was made on condition that a second Teacher be employed in said Institution.

The usual special grants to The High School, Montreal, \$1185 ; to The High School, Quebec, \$1285 were recommended to be paid.

The Secretary was instructed to prepare for next meeting a statement of the amounts received and of the expenditure with vouchers of the Committee's Contingent Fund.

It was moved by W. W. Lynch, Esq., seconded by the Honorable Mr. Justice Day, and unanimously

Resolved,—“ That the Hon. L. R. Church, be, and he is hereby named, a member of this Committee in the place and stead of the late Hon. Mr. Justice Sanborn.”

It was moved by R. W. Heneker, Esq., seconded by Dr. Cameron, and unanimously

Resolved,—“ That the Committee recommends that the following gentlemen do form part of the Board of Examiners, Percé, in the county of Gaspé, William Wakeham, Esq., in place of Philippe Vibert who has resigned, and James M. Remon, Esq., in place of The Rev. Richard Mathers who has left the County and the Province, and that in the County of Bonaventure, John McCormick, Esq., of New Richmond, be appointed in place of The Revd John Wells who has left the place.”

The Secretary was instructed to prepare for next meeting the following Returns :

1. The Geographical distribution of Academies and Model Schools, on Map, and list.

2. The classification of the whole in one table according to

- (a) Reports of Inspectors,
- (b) According to Grants.

3. Suggestions respecting announcements to Academies and Model Schools.

4. Suggestions as to new forms of Returns for Inspectors.

The following accounts were submitted by the Secretary and ordered to be paid to E. R. Smith, St. Johns for printing Academy and Model School Returns \$20, to Watchman Office, Lachute, for printing cards and circulars \$3.50 making a total of \$23.50.

Dr. Dawson submitted the following Report, in regard to recent legislation respecting the matriculation examination of Medical Students :

“ The undersigned in accordance with the instructions of the Committee begs leave to report the following Resolutions with reference to privileges of members of Universities in connection with the Medical Examinations.

From information obtained it does not seem necessary

at present to make any recommendation with reference to the entrance examination Law.

In as much as in recent sessions of the Legislature Bills having direct reference to Professional and Practical Education, but in various ways affecting the General Education of the Province have been passed, and as such bills may seriously interfere with the interests under the charge of the Council of Public Instruction and its Committees, it seems desirable in connection with this subject that it should be urged on the Government that in cases where such acts may appear to interfere with the Scholastic and Academical Education of the Country, it would be reasonable that the Government should allow both Committees of the Council opportunity to make representations on the provisions of such bills before they become Law.

(Signed) J. W. DAWSON.

August 28th, 1878.

Resolved.—I. That the attention of this Committee having been called to the fact that in the recently enacted Law with reference to Medical Education no provision has been made to exempt either graduates in Arts or Matriculants in Medicine of the Chartered Universities, from the Matriculation Examination of the College of Physicians and Surgeons of this Province, the Committee deems it to be its duty respectfully to make to the Government the following representations :

1. That the said omission, while productive of no benefit to the Medical Profession is injurious to the interests of general education, inasmuch as it tends to induce young men to cram for a mere pass examination in preference to entering on a liberal and systematic course of study.

2. That it is subversive of the rights of the universities chartered by the crown for the promotion of the higher academical culture, and at variance with the practice of other countries having such universities.

3. That since the exemptions in question are allowed in Ontario, the tendency is to prevent the best educated young men from attending the Medical Schools of Quebec, and to stigmatise the Academical Educational of this Province as inferior to that of Ontario. It is further to be observed that in Ontario the privilege is given to graduates in Arts to complete their Medical Education in three years instead of four.

5. That it is highly desirable that as many as possible of those entering into the important and responsible profession of Medicine should graduate in Arts before commencing their Medical studies, and that while facilities for examination are allowed to others, these should be allowed credit for the long and costly preparation which they have undergone.

II. For the above reasons your committee would urgently recommend that in the next session of the Legislature an act should be introduced making the following provisions.

1. That every Bachelor of Arts of any British or Canadian University or presenting his diploma, and paying the usual Examination fee shall be exempted from the Matriculation Examination of the College of Physician and Surgeons, and shall be duly enregistered as a student in Medicine.

2. That every student having matriculated in Medicine in any University of the Province of Quebec shall in like manner be exempted, provided that the subjects of examination in such University shall have been previously submitted to the council of the College of Physicians and Surgeons and approved thereby.

III. That the Hon. the Superintendent of Education

be requested to transmit the foregoing resolutions to His Honour the Lieutenant-Governor in Council.

IV. That the Chairman, the Lord Bishop of Quebec, the Rev. Dr Cook, and Dr Dawson be a committee to bring the subject of the above resolutions under the notice of the members of the Government, and to request the attention of the Government to the same, in connection with the general subject of the bearing of Legislation respecting Professional Education on general Education.

V. That the Hon. the Superintendent of Education be requested to communicate the above resolutions to the catholic committee of the Council of Public Instruction with the request that they will kindly consider the matter, and take such action thereon as they may think desirable.

The above Resolutions were unanimously adopted by the Committee.

A committee consisting of R. W. Heneker, Esq., the Lord Bishop of Quebec and Dr. Dawson was appointed to confer with the Hon. the Superintendent of Public Instruction on the question of the inspection of schools, and to report thereon.

The Committee adjourned to meet on Wednesday the 27th November, or sooner, if necessary, on the call of the Chairman.

GEORGE WEIR,
Secretary.

Certified a true copy,
this second day of Sept. 1878. }

By GEORGE WEIR,
Secretary P. C. of the C. of P. I.

MISCELLANY.

Maoris vs. Whites.—There has been a novel competition in New Zealand. Five native Maori children were set against an equal number of white children selected from the English school, to see how they could acquit themselves in a contest. The subjects for examination were arithmetic (including vulgar and decimal fractions,) geography, writing, spelling and reading. In dictation the native scholars were easily beaten; but in the next subject, arithmetic, they managed to score a total of twenty-two sums correctly rendered out of thirty, against fourteen of the same exercises given to the English children. In geography the competitors were closely matched, the advantage being slightly on the side of the natives. In writing the palm was again given to the Maories, who were, however, beaten in oral spelling as they had been in dictation. On a review of the whole test, the umpires decided that the marks were equally divided between the two competing classes. This result was not unlooked for by those who have had experience of the aptitude of the native children in acquiring learning. Their inferiority in spelling arises no doubt, from the probable lack of books in Maori homes as compared with those of the colonists. Where the eye is not accustomed to the printed page by frequent reading, there is always a weakness in dictation.

Education Museum.—An Education Museum, which ought to be extremely useful, is to be formed in Paris. It is proposed to collect the various educational collections which have been sent to the Exhibition from all parts of the world, and to make these the nucleus of a great scholastic show. It is surprising that our own country has done so little in this direction. South Kensington Museum has made a beginning, but much more might be done to collect all that should be seen by those interested in educational affairs. The interest always shown in the exhibition of books and apparatus in connection with educational conferences must give ample evidence of the desire to become familiar with the latest improvements and well-tried systems of instruction. If such a collection of educational appliances is to be a thing of the future, the teaching profession must be the prime movers. Help, in this case, should come from within.

Disorder in schools.—When we speak of disorder in school, we generally mean that the children are rude and noisy. But most of the disorder does not originate with the pupils. Four parties are interested in the schools; the people, the parents, the teachers, and the children. Each, or all, may be out of order. The people should pay the expenses, and furnish agreeable houses for instruction. If they do not, they are disorderly, and will greatly embarrass the progress of the school. Many of our school houses are dirty hovels, suitable only for the home of the owl, or the abode of the bats and vampires. Once I visited a school where the temperature at the ceiling was eighty, while at the floor it was only forty-five. Yet the teacher scolded and fretted because the pupils were restless. Now, the teacher was not the cause of all this trouble. The public should furnish better buildings. You would as well expect a man to be healthy and orderly with his head in the torrid zone and his feet in the frigid, as to expect pupils to be orderly in such extreme temperature.

Parents are in order when they send their children regularly, clothe them properly, supply them with books, and encourage the cause of education. If parents knew the disorder they indirectly cause by permitting their children to squander the hours which should be given to repose in midnight dissipation and vicious customs, they would watch the clock and see that the school-child retires at an early hour.

Teachers are in order when they are masters of the subjects which they are required to teach, when they control themselves, and when they govern their pupils. The teacher should be wise. He should give absolute evidence of scholarship before he is permitted to enter the school-room. No drilling, no tact, nor experience can compensate for the want of knowledge. But in addition to culture the teacher needs a professional preparation. He needs instruction in the science of discipline. Knowledge only brings him to the problems; his own personal powers must solve them. The very worst disorder is a disorderly teacher. There are teachers whose peculiar characteristic is whining. They whine because they school is too small, they whine because it is too large; they whine because they are sick, and they whine enough to make the entire school sick.

I would have such teachers taken out and whipped until they laughed.

If teachers are cheerful, wise, good, and enthusiastic, disorder will hide itself. Our pupils will be attentive if we give them something worthy their attention.

Go forth, fellow-teachers, and carry the torch of instruction into the cities, towns, villages, and every rural district. Instead of a system of forced obedience, propagating imbecility, let us have a system of love that will take hold of the hearts of the Pupils.—*Pennsylvania School Journal.*

Children as Teachers.—Children may teach us one blessing, one enviable art—the art of being easily happy. Kind nature has given to them that useful power of accommodation to circumstances which compensates for many external disadvantages, and it is only by injudicious management that it is lost. Give him but a moderate portion of food and kindness, and the peasant's child is happier than the duke's; free from artificial wants, unsatiated by indulgence, all nature ministers to his pleasure; he can carve out felicity from a hazel twig, or fish for it successfully in a puddle.

Brain Stimulant.—The best possible thing for a man to do when he feels too weak to carry anything through is to go to bed and sleep as long as he can. This is the only recuperation of brain power, the only recuperation of brain force; because during sleep the brain is in a state of rest, in a condition to receive and appropriate particles of nutriment from the blood, which takes the place of those which have been consumed by previous labor, since the very act of thinking burns up solid particles, as every turn of the wheel or screw of the steamer is the result of consumption by fire of the fuel in the furnace. The supply of consumed brain substance can only be had from nutritive particles in the blood which were eaten previously, and the brain is so constituted that it best can receive and appropriate particles during the state of rest, of quiet, and stillness of sleep. Mere stimulants supply nothing in themselves; they goad the brain, and force it to a greater consumption of its substance, until it is so exhausted that there is not power enough left to receive a supply.—*Herald of Health.*

ABSTRACT FOR THE MONTH OF OCTOBER, 1878.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY, HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				† Mean pressure of vapor	‡ Mean relative humidity.	WIND.		SKY CLOUDED IN TENTHS.			Rain and snow melted.	Day.
	Mean.	Max.	Min.	Range	Mean.	‡ Max.	‡ Min.	Range			General direction.	Mean velocity in m. p. hour.	Mean	Max	Min.		
1	63.07	73.8	53.5	20.3	29.9730	30.056	29.874	.182	.4236	74.2	S. E.	10.2	15	7	0		1
2	63.84	74.2	56.7	17.5	29.7924	29.846	29.709	.137	.4759	81.0	N. E.	12.8	4.5	10	0	0.13	2
3	59.07	68.0	53.3	14.7	29.8719	29.910	29.841	.069	.3825	76.2	W.	12.1	3.9	10	0	0.42	3
4	55.30	64.6	50.6	14.0	29.9232	29.960	29.883	.077	.3269	75.9	W.	10.3	2.9	9	0	Inapp.	4
5	51.86	58.5	45.2	13.3	30.0290	30.073	29.989	.084	.2700	70.9	S. W.	7.3	3.9	10	0		5
Sunday 6	.....	53.6	46.3	7.3	.....	.....	.....	.....	.....	.....	S.	5.7	.....	.....	.....	0.17	6 Sunday
7	50.54	57.3	42.9	14.4	30.1519	30.245	30.024	.221	.2717	75.4	S.	8.4	4.7	10	1		7
8	53.75	60.8	49.2	11.6	30.0154	30.055	29.966	.089	.2754	67.2	S. W.	11.8	7.9	10	3	Inapp.	8
9	54.72	64.0	48.6	15.4	29.6057	29.985	29.353	.632	.3146	72.2	.....	21.1	8.9	10	1	0.75	9
10	49.70	54.2	45.2	9.0	29.8617	30.055	29.601	.454	.2407	67.5	W.	20.1	8.7	10	3		10
11	50.54	58.7	43.1	15.6	30.0559	30.110	30.009	.101	.2652	73.0	S. E.	6.1	4.6	10	0		11
Sunday 12	49.37	53.0	46.5	6.5	30.0150	30.024	29.991	.033	.2767	78.5	W.	6.5	9.6	10	5	Inapp.	12
13	.....	60.3	41.8	18.5	.....	.....	.....	.....	.....	.....	N. W.	10.7	.....	.....	.....		13 Sunday
14	56.26	67.6	45.7	21.9	30.0415	30.115	29.965	.150	.3006	66.9	S. W.	9.5	2.1	9	0		14
15	59.27	62.9	56.2	6.5	29.9174	30.005	29.854	.151	.4324	85.9	W.	11.3	8.0	10	3	0.10	15
16	57.47	64.3	51.9	12.4	29.9390	30.013	29.877	.136	.4336	91.5	S.	5.5	8.4	10	0	0.01	16
17	64.49	74.2	50.0	24.2	29.7704	29.843	29.700	.143	.4427	74.2	S.	14.0	3.9	10	0		17
18	49.01	64.0	42.5	21.5	29.8094	29.857	29.747	.110	.3121	89.4	E.	11.4	10.0	10	10	0.94	18
Sunday 19	41.36	44.0	36.8	7.2	29.5181	29.631	29.441	.190	.2436	93.2	N. W.	16.5	10.0	10	10	1.51	19
20	.....	45.6	34.8	10.8	.....	.....	.....	.....	.....	.....	S. W.	21.5	.....	.....	.....	0.03	20 Sunday
21	52.50	64.0	43.4	20.6	30.0502	30.103	29.928	.175	.2975	75.2	S. E.	10.8	0.9	3	0		21
22	52.64	66.7	41.1	25.6	30.0395	30.124	29.953	.171	.3201	81.1	N. E.	7.6	1.7	10	0		22
23	50.94	56.4	47.1	9.3	29.7025	29.934	29.427	.507	.3009	80.6	N.	13.9	7.9	10	0	0.12	23
24	47.87	56.6	42.0	13.6	29.9741	30.284	29.558	.726	.2375	71.2	E.	18.3	4.6	10	0	0.16	24
25	43.29	51.8	37.2	14.6	30.3554	30.410	30.309	.101	.1876	66.7	S. W.	9.0	0.6	5	0		25
26	43.72	48.6	37.0	11.6	30.2276	30.300	30.085	.215	.2619	91.0	.....	6.7	7.0	10	0	0.02	26
Sunday 27	.....	53.1	36.3	16.8	.....	.....	.....	.....	.....	.....	S. W.	14.0	.....	.....	.....	0.42	27 Sunday
28	35.45	43.4	31.0	12.4	30.0890	30.185	29.939	.246	.1501	72.1	S. W.	7.0	6.2	10	0	0.01	28
29	36.11	47.0	27.8	19.2	30.1557	30.190	30.101	.089	.1620	76.2	N. E.	6.3	7.6	10	2		29
30	39.89	42.8	35.3	7.5	29.8602	30.057	29.698	.359	.2192	88.1	E.	11.2	7.5	10	0	0.55	30
31	42.49	49.7	37.8	11.9	29.6074	29.669	29.554	.115	.2301	84.7	.....	9.7	9.5	10	7	0.06	31
Means.....	50.908	58.15	43.77	14.38	29.9889			.2097	.29834	77.78		11.20	5.81				Means.

* Barometer readings reduced to sea-level and temperature of 32o Fahr. † Pressure of vapor in inches mercury. ‡ Humidity relative, saturation 100. § Observed.

Mean temperature of month, 50.908. Mean of max. and min. temperatures, 50.93. Greatest heat was 74.0 on the 2nd; greatest cold was 27.8 on the 29th,—giving a range of temperature for the month of 46.4 degrees. Greatest range of the thermometer in one day was 25.6 on the 22nd; least range was 6.5 degrees on the 12th and 15th. Mean range for the month was 14.4 degrees. Mean height of the barometer was 29.9389. Highest reading was 30.410 on the 25th; lowest reading was 29.441 on the 19th; giving a range of 0.969 in. Mean elastic force of vapor in the atmosphere was equal to .29834 in. of mercury. Mean relative humidity was 77.8. Maximum relative humidity was 99 on the 16th. Minimum relative humidity was 46 on the 8th. Mean velocity of the wind was 11.2 miles per hour; greatest mileage in one hour was 39 on the 9th. Greatest velocity in gusts was equal to 45 miles per hour. Mean direction of the wind, S. S. W. Mean of sky clouded 58 per cent.

Rain fell on 19 days. Snow fell on 2 days. Total rainfall was 5.39 inches. Total snow fall was 0.1 in. Total precipitat on in inches of water 5.40 inches.