

tell the whole truth. The elaborate ciphers themselves were a chief part of a politician's trade, and require a special study. We are all fond of our peculiar methods, perhaps too fond, but I can afford to be amused with the airy verdicts of self-confident critics.

"I conclude, I have only to add that, if I am to be of any use in my present office, I must follow my own lines. I cannot at my age work in harness with the athletes of the new studies. All that I can do will be to interest students in aspects of their subjects which lie apart from the beaten roads. I cannot teach a philosophy of history, because I have none of my own. Theories shift from generation to generation, and one ceases to believe in any of them. I know nothing of, and I care nothing for, what are called the laws of development, evolution, or devolution, extension of constitutional privileges from reign to reign, to end in no one knows what. I see in history only a stage on which the drama of humanity is played by successive actors from age to age.

"The problems which mankind have had to solve for themselves have been various and intricate but none more intricate than those which rose with the religious convulsions of the sixteenth century. It was a time when the wisest and best were divided on the course which duty required of them, when opposite principles, each admirable, were forced into conflict, and saints and heroes were found in the opposing armies. The portraits of some of these persons I shall endeavour to bring out indifferently whether they were Protestant or Catholic. Priam and Hector are not less beautiful to us because we admire Achilles and Ulysses. To myself the object of history is to discover and make visible illustrious characters, and pay them ungrudging honour. The history of mankind, says Carlyle, is the history of its great men. To find out these, clear the dirt from them and place them on their proper pedestals, is the function of the historian. He cannot have a nobler one." — *Longman's Magazine*.

NOTES FOR TEACHERS.

TRUE TEACHING.—The true teaching process involves the power of intellectual *quickenings*, which is that process by which the teacher excites the intellectual powers of his pupils to self-activity in the line of his teaching; and to be really effective it also leads to the course of thought, feeling, purpose and *action*, which are the proper products of the truth taught.

AIR AS A LIQUID.—A London professor has been investigating the properties of matter at excessively low temperatures. At one of his lectures liquid oxygen was produced in the presence of the audience literally by

pints, and liquid air was handed round in claret glasses. While oxygen boils in air at 182° C. below zero, late researches indicate that temperatures below -274° C. will not suspend all the activities of matter. The purely chemical relations of oxygen disappear in the liquid condition. Phosphorus and potassium may be plunged into the liquid without any sign of combination. The boiling point of liquid air is -172° C. 10° lower than that of oxygen. Liquid air is simply diluted liquid oxygen. Were this globe cooled down to 200° C. below zero, it would be covered by a sea of liquid air thirty-five feet deep, of which about seven feet would be oxygen.—*The School Journal N. Y.*