

that the plan adopted by us for our seal-fisheries—the leasehold system—is envied and advocated in Canada. A greater proportion of trapping and an utter unconcern for the destruction of the game at all ages are now ravishing the wilderness. Many districts return as many furs as they ever yielded, but the quantity is kept up at a fearful cost by the extermination of the game. On the other hand, the fortified wall of posts that opposed the development of Canada, and sent the surplus population of Europe to the United States, is rid of its palisades and field pieces, and the main strongholds of the ancient company and its rivals have become cities. The old fort at Vancouver Island is now Vic-

toria; Fort Edmonton is the seat of law and commerce in the Peace River region; old Fort William has seen Port Arthur rise by its side; Fort Garry is Winnipeg; Calgary, the chief city of Alberta, is on the site of another fort; and Sault Ste. Marie was once a North-West post.

But civilization is still so far off from most of the “factories,” as the company’s posts are called, that the day when they shall become cities is in no man’s thought or ken. And the communication between the centres and outposts is, like the life of the traders, more nearly like what it was in the old, old days than most of my readers would imagine. — *Harper’s Magazine*.

THE LITERATURE OF EDUCATION.

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THE literature of education presents an interesting study for any engaged in the work of education, and forms an important part of the great world of letters. As there are classics of poetry, of history and of art, so are there classics of education. To look at the list of philosophers, poets and essayists who have contributed to this literature, we cannot but be struck with the variety and scope, the depth and richness of this important field of study. We have the lofty idealism of Plato and the cool rationalism of Herbert Spencer. A wild, unreasoning revolutionist like Rousseau, and a philosophic, clear-sighted poet like Goethe have each formulated pedagogic Utopias. The Germans are especially noted for this sort of writing, and, beside Goethe, Richter, Rosenkranz, Pestalozzi and Froebel have written monumental books upon this subject. Men of reli-

gion, too, have made investigations in this realm of thought, and St. Jerome, Fenelon, Duponloup, Newman and Rosmini are high authorities. The best literary work women have done outside of fiction has been along the line of educational thought, and Mme. Necker de Saussure and Mme. Guizot have uttered words of such weight as to compel the deference of as great a thinker as Rosmini.

The most valued thought of these later years has been purely educational. The Sartor of Carlyle is the most noted and contains some of the pithiest and most suggestive utterances ever made upon this vital matter.

And who would not be willing to read as voluminous a work as Carlyle’s “Frederick the Great,” apart from its value as a history, for an apparently accidental thought like this: “Frederick William did not set up for a