

alike. With one it is *Karthage*, with another it is still *Carthage*. The saddest blow, however, is that our old friend Virgil has been re-named Vergil.

Mr. Freeman succeeded in cheating us by the title to his 13th chapter, "The re-union of Germany and Italy." We turned eagerly to the end of his book, where this heading occurs, to see if he was indulging in any reactionary prophecy as to the re-conquest of Italy by Austria. No! he speaks of the "joining together of the German and Italian nations" as an accomplished fact. We were for a moment nonplussed, until we gathered from the context that what Mr. Freeman meant by this very clumsy expression was the welding of the scattered German principalities into *one*, and the amalgamation of the divided Italian kingdoms into *another* nationality, and not by any means a fusing of those two nations into one, as his words imply.

Mr. Fyffe's *Greece* is a masterly condensation of that entrancingly interesting history, which, whether we study it in detail, or, as here, in outline, never fails to rouse our deepest feelings of admiration and of pity; admiration for the Greek of the past, regret for the Greek of the present. But we must pass on to Prof. Wilkins's extremely interesting little primer on *Roman Antiquities*. It is, we are persuaded, by studies such as those which he puts before us, rather than by cut-and-dried accounts of battles, conspiracies, murders, and kings, that boys are most easily interested in the events of the past. To tell a boy to be curious about the fate of such a Consul or such an Augustus, the sole object of whose existence seems to have been to inflict on the student two, or perhaps if very celebrated, three more dates to be got by heart, is a hopeless task. It may well be believed that most boys, lads that are of ordinary thickness of skull, and no particular force of imagination, utterly fail to realise that any particular Roman hero was actually a man who walked about this world as the schoolboy's big brother now does; but take that schoolboy, as Prof. Wilkins does, into the Forum, or into the steaming bathroom, or out on the Sabine hill-farms among the grey olive trees, or better still, jostling among

the crowd at the circus, or picking out a soft stone to sit on and watch a wild-beast fight from, and the *reality* of the past breaks in upon him at once. He will grasp the individuality of the old Roman, will understand that his life was made up of long days and years like our own, not a brief span such as one would gather from the lives devoted to his history in the ordinary text-book, and forthwith the lad wishes to know more about him. In this spirit how easy it is to lead him on, and with what interest will he trace out in his *Cæsar* or his *Horace* those habits and traits of character which he has learnt to comprehend and to appreciate.

From Rome to Canada is a long step. Mr. Jeffers's work does not seem to have had the benefit of Mr. Green's editorship, but we cannot say that any lack of care is shown on that account. Some faults there are, no doubt, as where (on p. 6), in the desire to point the antithesis between the America of 400 years ago and the America of to-day, the author states that the Indians were then its only inhabitants, and their wigwams formed its only cities. It may spoil the contrast between such a state of things and the present wealth of New York or Toronto; but all the same, we must remind Mr. Jeffers that the Aztecs had attained no mean height of civilization, and no small mastery over the arts and applied sciences when the Spaniard first set foot within their walled cities, and pillaged their magnificent temples and palaces. The book, of course, steers clear of all political remarks,—but in its anxiety to show perfect impartiality, omits to mention the present party-lines, or to show how they arose, or to which of the two great parties we owe measures of national importance. There is a curious phonetic table at the end of the last chapter, purporting to assist the student to pronounce the French names which occur in the history. Although well-intentioned, we would advise that the page should be carefully cut out before the book is put in pupil's hands. If the French master got hold of it, he might destroy the whole book when he found "Jacques Cartier" pronounced "Zhak-Cart-ya."

Mr. Grove's *Geography*, and Mr. Tozer's