

of its words that carries true knowledge. Educational circles are filled with schemes of analysis and treatises on "How to Parse," exhibiting skillful mechanism, it is true, but telling little or nothing of their utility or profit. The *how* is duly considered, but the *why* is neglected, and so it is left to the teacher's generosity or to the student's own intelligence to develop the idea that parsing teaches that words, like the trees of a forest, have their relations and distinctions, their respective uses and properties, and that analysis furnishes the grammarian with a knowledge of the framework of human thought expressed, as valuable as that possessed by the skilled surgeon in regard to the human body. Good sense must go hand in hand with correct formation. The question "Is it reasonable?" should even have preference of "Is it grammatical?"—for it is unnecessary to prove that a sentence may be strictly grammatical but be woefully illogical.

Decorations, chaste or ornate, are as allowable in language as in painting, in architecture, or in any other human art. Rhetoric, with its figures, beautiful, captivating and inspiring, is the color-fount of language, supplying the material for a word picture as attractive as the fairest gem of the studio. The prose writer's lofty conceptions, the poet's sparkling creations, the thrilling periods of the orator, and the philosopher's bold syllogisms, are alike beautified by a discriminate use of the flowers of rhetoric. Grammar may teach propriety of expression and Logic reason, but Rhetoric alone has the power to rouse the feelings and awaken the sense of the beautiful. Logic may say in a commonplace manner: "They moved with the utmost speed, and their strength was exceedingly great;" but how vivid and striking the statement becomes when Rhetoric speaks: "They were swifter than eagles, they were stronger than

lions." A remarkable sentiment once uttered by Napoleon I. forcibly illustrates the power and beauty of rhetoric: "The life of a happy man is a silver ground studded with stars of jet; the life of a miserable man is a dark ground with a few stars of silver."

MATHEMATICS.

The Greeks called mathematics "learning" *par excellence*; and if we consider the profundity and precision with which it invests the successful student we must acknowledge that there is a strong germ of truth in the statement. Arithmetic, as the most generally useful of the mathematical branches, merits the most attention. The multiplicity of rules with which old mathematicians filled their text books, clogged rather than freed the road to arithmetical knowledge, as tending to make the operation merely mechanical, and to exercise the student's memory rather than his perception. The comparatively recent introduction of the "Unitary System," as possessing the power of centralizing all arithmetical principles, has received considerable approval. And very properly so, for when the student has been once trained to the exercise of original ideas he will derive more real profit from his work than from the study of the aggravating formulas and crotchets of the older systems. Algebra extending the principles of Arithmetic and quickening the thinking powers is an invaluable assistant by which to reach the higher branches of mathematics; while Euclid, with its invaluable demonstrations, stands out as the common friend of reason and quantity.

HISTORY AND GEOGRAPHY.

History affording recreation and instruction is a highly important study. Its great events make it interesting; the moral lessons derived from an analysis of these events make it in-