

without knowing that he had been knighted in England, and would therefore always be known in Canadian history by the name of Sir Isaac Brock.

To-day, when the lapse of a century has softened the story of the battle of Queenston Heights; when anger at the wanton invasion, triumph in the victory, and the mourning for the dead, are dim traditions of the past; when the horror of the carnage and the thirst for revenge are feelings which not even the imagination will revive; we yet hold in honour, undimmed by the intervening years, the name of Isaac Brock. A monument worthy of his memory marks the site of his last battle; another has recently been unveiled in the city which bears his name. If the War of 1812 is our national war, he is our national hero.

Good Training.

"When I was a growing lad, and came upon many words in my reading that I did not understand, my mother, instead of giving me the definition when I applied to her, uniformly sent me to the dictionary to learn it, and in this way I gradually learned many things besides the meaning of the individual words in question—among other things, how to use a dictionary, and the great pleasure and advantage there might be in the use of the dictionary. Afterwards, when I went to the village school, my chief diversion, after lessons were learned and before they were recited, was in turning over the pages of the 'Unabridged' of those days. Now the most modern Unabridged—the *New International*—(G. & C. Merriam Co., Springfield, Mass.), gives me a pleasure of the same sort. So far as my knowledge extends, it is at present the best of the one-volume dictionaries, and quite sufficient for all ordinary uses. Even those who possess the splendid dictionaries in several volumes will yet find it a great convenience to have this, which is so compact, so full, and so trustworthy as to leave in most cases, little to be desired."—*Albert S. Cook, Ph.D., LL.D., Professor of the English Language and Literature, Yale University.*

Hardly.—"Come now, Hemma," said the White-chapel bridegroom, "you're goin' to s'y 'obey' when you comes to it in th' service, ain't you?"

"Wot, me?" cried the bride. "Me s'y 'obey' to you! Why, blime me, 'Ennery, you ain't 'arf me size!"—*Tit-Bits.*

Courses of Study.

ELEANOR ROBINSON.

There are many teachers who cannot undertake a university course, even by correspondence, but who are not satisfied to read at random. Several organizations stand ready to plan and direct courses of reading, either for clubs, or for the individual student.

The best known institution of this kind in America is the Chautauqua Literary and Scientific Circle, whose impressive name is usually shortened into "the C. L. S. C.," or shorter still, "Chautauqua," simply.

Chautauqua issues every year a regular course of home-reading, partly in books published by the Chautauqua Press (and usually, though I think not always, written expressly for the purpose,) partly in the *Chautauquan*, the illustrated magazine of the institution, which is published monthly.

It is through this magazine that the reading is directed. It specifies the amount to be read each week, gives questions and hints on the books, suggests extra and special readings, and outlines programmes for club meetings.

The magazine also informs its readers what other members are doing, and keeps them in touch with the general work of the institution.

Founded in 1874, in an assembly to provide training (undenominational) for Sunday school teachers, the Chautauqua institution has always emphasized the religious side of its work, but its scope and aims have extended widely. The place of assembly, Chautauqua, on the lake of the same name in the State of New York, has grown into a town, and the summer meetings, which have lengthened from twelve days to sixty, are attended by thousands.

The regular course of home reading is planned for four years, at the end of which time a diploma is given, but the reading may be taken up for one year only, or parts of the course may be read. The regulations are elastic, as the object is to meet the needs of the individual reader. Special courses are planned on different subjects: History, art, literature, Biblical knowledge; and advice is given about forming local circles.

The Chautauqua plan is to "take as a unit a group of related readings." It opposes random reading. Thus, all the reading for one year has one principal subject. The course set for 1912-1913 attempts to give a bird's-eye view of contemporary Europe—