

In order to recognize this truth, we must have in mind very clear and definite conceptions of what religion is. If religion is vague awe in the view of the unknowable, as the agnostic declares, obviously higher education has nothing to do it. Between such a conception of religion and higher education the only relation possible is that between the fabled pot of gold at the end of the rainbow, and the credulous child who pursues it. The farther we extend our knowledge the farther off do we thereby push the limits of the unknowable. On such a theory the only difference between learning and ignorance in its relation to religion is

that learning stares at vacancy from a higher eminence, and looks at nothing through a bigger telescope. Truth and God are related only as antitheses.

Pietism, or the religion of mere feeling, likewise has no relation to education. If feeling is everything, then no doubt the less nervous energy one is called upon to bestow in intellectual lines, the more he will have to give out in response to emotional appeals, and the more he can contribute to the edification of a company who measure the intensity of their devotion by loudness of exhortation, depth of groans, frequency of ejaculation and abundance of sensuous excitation.—*The Academy*.

CORRESPONDENCE.

To the Editor of THE MONTHLY :

DEAR SIR,—I thought it might perhaps interest some of your readers to hear of the experience of a fellow-teacher who has had occasion to use, during the past six years, a number of different collections of problems in arithmetic, both in class-work and for various examinations. Out of eight different books of problems, two were published in Canada, three in England and three in the United States. All had good features ; but when the present school-year opened, on be-

ginning to use again the book which I had first used, six years ago, I found it more suitable and more satisfactory than any of the others. I am glad to say, Mr. Editor, that it is a Canadian work, (Copp, Clark & Co.) which I have seen advertised in the columns of THE MONTHLY. Another valuable collection is that published by Rivingtons, and edited by Messrs. Donkin & Hodge.

I remain, Mr. Editor,

Yours with best wishes,

PRECEPTOR.

THE County of Hastings Model School (Madoc), has, this term, forty-one students in training. The staff is as follows :—Principal D. Marshall, First B.; Principal's Assistant, E. Longman, First A.; Regular Assistants, Miss McDermid, (Second-class B.), Miss Wootton, Second A.; Miss Barr, Second A. and First C., Non-professional; Miss Kennedy, Second A.

HISTORY is the preserver of good deeds and the avenger of bad.—*Pliny*.

PHILOSOPHY, superficially studied, leads away from God; profoundly studied, back again to Him.—*Bacon*.

IN anger nothing can be done judiciously, and therefore no ill-will should be mingled with reproof.—*Cicero*.