

imperfect. A writer in the *Leisure Hour* says: "It is now admitted by all competent judges that the earth is flattened at the equator as well as at the poles. Moreover there is good reason to believe that the northern and southern hemispheres are unlike, the south polar regions being much less flattened than the north polar regions. According to this the earth is shaped more or less like a peg-top, with the bottom part at the south pole, but even this does not satisfy all evidence. Professor G. H. Darwin has suggested that potato-shaped would be a more correct simile than peg-topped, but perhaps the best view is that taken by Sir John Herschel, who aptly stated that the earth is earth-shaped." The name of geoid, which expresses this view, has now taken the place of the old oblate spheroid in everything except school text-books.

Dr. J. W. Gregory recently described before the Royal Geographical Society the various views held by scientific geographers as to the earth's figure. A careful examination of terrestrial ridges, elevated areas, and depressions, shows that the earth's form approaches that of a tetrahedron, which is a solid body having four faces, six sharp edges and four solid corners. The earth of course is not exactly tetrahedral in figure, but it very closely resembles this shape when the distribution of land and water and the course of the main water-sheds and mountain chains are critically examined. There is very good reason to believe, even if no actual evidence were available, that the earth must tend toward this shape; for a globe of plastic material surrounded by a hard crust gradually assumes the form of a tetrahedron as it cools; and the earth seems to be an example of this fact on a large scale."

—CHARACTER BUILDING IN THE SCHOOL-ROOM IS THE FOUNDATION STONE OF GOOD GOVERNMENT.—Lord John Russell said: "It is of the utmost importance that a nation should have a correct standard by which to weigh the character of its rulers." The teachers begin this work in the school-room. They give the child knowledge to guide his will and then allow him opportunities of exercising his will with regard to moral questions. They point out his error when he goes astray and make the path of wrong unpleasant; they encourage him when he does right, so that he may have within himself the power of estimating actions at their true value. The man who acts rightly