

were once to lie down on the sun we should never get up again." The teacher will observe how the lecturer allows his imagination to play round his subject, and employs the incongruities with terrestrial experiences of various hypotheses to deepen, stroke by stroke, the impression that he wishes to make.—*The School Guardian*.

**THE COLONIES.**—The Council of the Royal Colonial Institute have issued a circular to head-masters of great public and middle-class schools, urging that greater prominence should be given to the teaching of colonial history and geography. The circular points out that a number of educational works having special reference to the colonies have now been issued in this country. The scheme under which money prizes were offered for the best essays on colonial subjects, with the express object of stimulating the study of this particular branch of knowledge, has been reluctantly abandoned. During the last decade the colonies have made enormous advances in general progress and material wealth, but the council are unable to discover—judging from the information at their disposal—that colonial subjects have been accorded corresponding prominence in the curriculum of the majority of the public and middle-class schools of this country. It appears to them that a study of the history, geography, climates, and resources of the Colonies and India is of sufficient importance to be treated as a separate and specific subject, and they venture to suggest that the special attention of teachers and examiners should be directed thereto.—*The School Guardian*.

**THE SUBMARINE TUNNEL.**—Science has already recorded its triumphs in railway tunnels, by piercing the mountain where its grades are impos-

sible to climb, and its precipices crowned with snow fringe the chasms where the avalanches of snow or rock make their mad leap from the minarets of the planet to the valleys scooped by erosion out of its lower levels. The Mount Cenis tunnel has burrowed under the historic Alps, over which Napoleon dragged his cannon above the clouds, and a highway of trade and travel opened that is as perfectly ballasted and secure as a street railway or a prairie crossed with Bessemer rails.

Engineers of both countries are sanguine of success should the attempt be made to build a tunnel between Great Britain and France and it would probably have been already accomplished were it not for political opposition. Considerable attention has also been paid to a submarine railroad between Great Britain and Ireland. The construction of a tunnel between Prince Edward's Island and New Brunswick, under the stormy Straits of Northumberland, is now in progress, and will give railroad communication to the districts bordering on the Gulf of St. Lawrence and the Bay of Fundy. The connection of the Isle of Wight by a subaqueous tunnel to the channel terminals of British railways is a project already on the plans of the engineer.

Mechanical equipments for tunnel purposes are constantly improving, and old-time difficulties are less and less obstructive as engineering science successively removes them. Improved rock drills and other special apparatus, the use of nitroglycerin and other explosives, and the use of air pressure in tunnels to be constructed in soft water-bearing strata at shallow depths, all minimize the cost and risks of submarine roads.—*St. Louis Age of Steel*.