POETRY.

THE following lines were quoted by Joseph Cook, at the conclusion of his lecture on "Certainties of Religion," in the City Hall last December:

NOW!

Choose I must and soon must choose,
Holiness or Heaven lose;
If what Heaven loves I hate
Shut for me is Heaven's gate.

Endless sin means endless woe;
Into endless sin I go,
If my soul from reason rent
Takes from sin her final bent.

Balance lost, but not regained,
Final bent is soon obtained;
Let him choose, who has the power;
Man is flexile for an hour!

As the stream its channel grooves
And within that channel moves,
So doth habits deepest tide
Groove its bed and there abide.

As the potter moulds the clay,
So us truth in season may;
But as clay grows hard and old,
So the full heart fixed and cold.

Light obeyed increaseth light,
Light resisted bringeth night;
Who shall give me power to choose,
If the love of light I lose.

Speed my soul this instant yield,
Let the light its sceptre wield,
While thy God prolongeth grace,
Hark toward His holy face.

THE FALLS OF RIVIERE DU LOUP.

The rolling river leaps and heaves the spray
As 'neath the bridge's arch unchecked it drives,
And then with power divine it smoothly dives
Into the waters, boiling all the day,
And through the night keeping tumultuous play.
Nor does it stop with this, but ever strives—
Like men plunging in vice, dreading their lives—
To hold a downward path that naught can stay
Now with wild beauty its impetuous course
It hurls along, until its mighty head
Burst o'er yon rocky ledge its way would block,
Not smoothly as before, but, by the force
Of jagged rocks outhanging from its bed,
The waters foam, upheaving with the shock.

LITERARY.

INFLUENCE OF SCIENCE TEACHING.

No. 2.

MATHEMATICS, however, has usually been thought to cultivate the mind as did no other subject, and in fact to leave little else desirable, but that this opinion has not been universally held, I quote Sir Wm. Hamilton, as follows: If we consult Reason, another common testimony of ancient and modern times, none of our intellectual studies tend to cultivate a smaller number of our faculties in a more feeble or partial manner than Mathematics. This is a harsh and somewhat exaggerated criticism, but there is no doubt that ever since "Let no one but a geometer enter here" was inscribed over the portals of the old Academy, Mathematical training has been greatly over-estimated. Although the Mathematician now disdains experimental Science there can be no doubt that the origin of his own Science is to be traced to the first crude generalizations by which the ancient geometer sought to formulate his knowledge of frequently occurring geometrical forms and relations. As Mathematics deals with the simplest and at the same time the most universal relations of objects, viz., extensions, these generalizations, comparatively few and simple, were soon arrived at, and gradually took shape as we know them in the axioms and definitions. Having obtained these first principles the method of Mathematics has since been that of deduction, the method of bringing a new particular case under some general principle with which we started. It is not meant that Mathematics consists merely in an analysis of notions or first principles, for in that case it would never get beyond them and would not be a Science at all. What is contended is that the new particulars by which Mathematical knowledge is extended are not particular cases which the Mathematician has met with in nature, but are ideal particulars constructed to exhibit spatial relations only. The spatial relations which have to be attended are not relations which have been detected under a multitude of other relations. To make this clearer by an example in the fourth proposition of the first book of Euclid. If two triangles have two sides of the one equal to two sides of the other, each to each and have likewise the angles contained by those sides equal to one another they must have their third sides equal and the two triangles must be equal and the other angles must be equal each to each viz. those to which the equal sides are opposite. You will observe that the form of this proposition is hypothetical. *If* or *given* two triangles, etc. The Mathematician does not concern himself with the question, whether there are any triangles or not, and as far as he is concerned their existence is a pure assumption. He constructs his figures and proceeds to his conclusions without troubling himself with the question at all. This is not a question as to the application of Mathematical formulæ to the real world. We have not the slightest hesitation in say-