

whose ashes will float on the Tiber of history forever and forever,—so long will men be rapt in the records of the history of Rome. I think I have indicated the mode of study that may be pursued with success, the mode of instruction that might be practised with profit. It is a species of dissection. You have the corpus before you, lay in, open gradually, take it to pieces slowly and by and by you will get a better knowledge of the secret springs of growth and motion. And I would not close without calling attention to the one great lesson that may be learned from the events of the past few months, viz., that it is education, it is the cultivated, disciplined brain that wins in most great contests of modern times. Jean was as good a soldier as Fritz, may be a better, but the brain of Fritz was more disciplined, knew more about Jean than Jean knew about him, knew too how deep was the importance of obedience, while Jean rejoiced in his individuality—and Fritz has won in this great fight. Jean was thinking too much of the past, of Wagram and Austerlitz and Ulm and Jena—but Fritz was thinking of *to-day*, of his needle-gun, and his powder pouch, and his captain—and Fritz has won. But Fritz has his danger before him. He may now, that he is a part of the population of a great empire, turn his eyes backward too much to contemplate the German empire of the bitter, bloody centuries gone by, and may forget that his duties are of *to-day* and his glory a delusion and a snare. And for all such forgetfulness there comes sooner or later a punishment from hands that hold the scales of justice—from Him to whom all paths are clear, all men known, all actions weighed, all motives plain, and who has revealed to us all lessons that are good for man to learn.

Yours, &amp;c.,

HALIFAX.

## SOME NEW BOOKS OF HISTORY.

Mr. Editor,—

I desire to call the attention of students and teachers to some new historical compilations. You may have remarked, sir, that a difficulty arises in the way of most persons who propose to continue, after leaving school or college, the historical studies commenced, as we all commence them, in the epitomes. I fear that these same epitomes have not always the most beneficial effects, and do not predispose many to pursue the paths of history. They are too "dry," too dull, too statistical, too much like the melancholy monotony of the multiplication tables to fascinate the minds of the young—too much, in fact, like Baron Leibig's extract of meat, which is dangerous, in quantities, for the tender stomach. Once we have left school, sir, I think I may assume that we (meaning a number of young persons) do not turn with any pleasurable remembrance to the spelling books and do not seek solace or elevated amusement in the historical abridgements, we hated so cordially in the days of our pupilage. "Don't she hate the pyramids," said dear little Rosebud to Edwin Drood concerning the "red-nosed giantess" he was playfully supposed to be engaged to;—"if she was to hear Miss Twinkleton bore about them, with their ibises and Cheapses and Pharaohs, she would hate them." I think little Rosa expressed the feelings of a good many young persons about prominent deceased parties and historical monuments. That William the Conqueror invaded England in 1066, fought the battle of Hastings, and died in 1087, are facts which must have often excited in the minds of youngsters a feeling of vindictive pleasure in thinking that the wicked unwieldy old bore *was* dead with his Curfew bells and his Domesday books and other bothers. Coming from school with such feelings it is not wonderful that pupils quite forsake further walking in such stony, rugged roads, devoid of all greenness and lightomeness and pleasantness. But suppose some of us desire to study more history—where shall we turn first, what books shall we seek to aid us and please us and instruct us? Our time is not limitless remember. Well, we think of Macaulay—everyone thinks of Macaulay, and talks of Macaulay, till he has become nearly as great a bore as his tiresome preposterous New Zealander. But he must remember that his five good stout volumes are only a fragment of a work and cover only one reign. We shall not get a great deal from Macaulay. We think of

Froude perhaps. Well, his eleven brilliant volumes are something of an undertaking, and life is short and time is fleeting, and care—*atra cura*—is climbing on our growing backs disturbing our learned leisure; they cover only one reign also. Shall we turn to Hume? Putting aside the danger to religious principle, his six great volumes (American edition) are a labor of no inconsiderable magnitude. I refer now only to the history of England. Suppose you want a good knowledge of it with little time to acquire it, which of the writers will you select? It is not an easy matter to decide. But suppose you want to know something of France and Italy and Spain and the Netherlands and the East, and the wandering of the nations in the early centuries—you see the troubles rise Alps on Alps before your despairing eyes. How to solve this difficulty, that is the question!

I think it has been solved. I desire to call attention to the solution. There is being published in England by MacMillan & Co., a series of HISTORICAL SELECTIONS, by Miss E. M. Sewel and Miss E. M. Yonge. Two volumes have appeared, and these contain, I think, the solution of our difficulty. The first volume begins with the history of England before the conquest, and ends about A. D. 1154. And in this one volume we get a most admirable account of general European history during that period. The method of the compilers is to select from leading authors extracts illustrative of the history of a country at a particular time, and as these extracts are made to follow each other in periodical order, and as they generally treat of some very distinguished man about whom gathered and clung all the chief men and things and policies of his time—the success of the work may be judged. Thus in this first volume Mr. Freeman is made to tell us in his own charming manner the condition of England before the conquest. Those who have read his beautiful volumes on the conquest will know how valuable and readable even are extracts from his book. The battle of Hastings is described most graphically by the author of the Lives of the Kings of England, the Life of Lanfranc is given by Dean Hook. The story of the Normans in Sicily is told beautifully by Gally Knight, whose architectural work is so magnificent and so neglected. The life of the great Pope Gregory VII, is taken from Sir J. Stephen, and is a most admirable essay. The Crusades are described at different periods by Dean Milman. Then there are splendid lives of Thomas A'Becket, Abelard, Barbarossa. The foundation of the Latin Empire in the East is given by Gibbon, in his stateliest style. The life of Langton, "that was a grete clerk in his dayes in makinge of many bokes," is given by Dean Hook. And so the series will continue—a historical Mosaic at once beautiful and comprehensive, giving to those who have little time for long readings and not much taste for hard "cramming," the one thing they have been looking for so long, a historical series that will give them European history in a short and fascinating manner. I beg to call the attention of all students to the series, and all fathers likewise who have a care how their sons shall waste or make fruitful their scholastic and their leisure days.

Yours,

HISTORICUS.

To the Superintendent of Education of Nova Scotia:

S: —

I FEEL it my duty to make some explanation with regard to the price of "Eaton's Commercial Arithmetic," lately placed on the list of books prescribed by the Council of Public Instruction to be used in the public schools of Nova Scotia. When I was applied to, to name a price for the book, not very well understanding the arrangements made in Nova Scotia for supplying the prescribed books to the schools, I gave the lowest price at which it has ever been offered at retail, viz., one dollar; at the same time, by advertisement in the JOURNAL OF EDUCATION, I directed trustees and others wishing to be supplied at wholesale to apply to me, at St. John, or to Mr. Frazee, of the Commercial College, Halifax. This, with my imperfect knowledge of the subject, appeared to me to be the best course I could pursue. The strictures lately passed upon the position of affairs by a portion of the Press of Halifax, have, however, led me to make myself better acquainted with the subject, which, I confess,