

native army in the field on his return. The war was continued by them.

V. Correct any mistakes in the following: they considered themselves too be justified in this by the oppression of the Mexicans and Indians by Spanish rulers and quiteing their consciences by thus assuming the characters of avengers and dispensers of poetick justice they never embarked upon an expedition without publickly offering up prayers for success nor did they ever return laden with

spoils without giving thanks for their good fortune.

VI. Write a compound sentence containing one verb in the progressive form and one in the emphatic form.

VII. Write a short composition on the "cow," telling what you can about the following things: usefulness; its flesh, skin, horns, hair, bones, milk, calf and its skin.

(To be continued.)

CONTEMPORARY LITERATURE.

PRESIDENT GARFIELD AND EDUCATION.

By B. A. Hinsdale, A.M., President of Hiram College. Boston: James R. Osgood & Co. 1882.

THIS deeply interesting little book gives a full account of the late President's most active and successful career as a school teacher, and subsequently as president of his Alma Mater, Hiram College, Ohio. It is written by one who knew him well, and who is now his successor at that institution. Hiram College was founded in 1850 by the "Disciples of Christ," a Church which under that modest title taught as their main doctrine what will meet large acceptance from most Christians outside the ranks of ecclesiastical Reaction, and what Carlyle called "Spectral Puseyism born of the Night," that "the Bible has been in a degree obscured by theological speculations and ecclesiastical systems. Hence their religious movement was a revolt from the theology of the schools, and an overture to men to come face to face with the Bible. They believed, also, that to the holy writings belonged a larger place in general education than had yet been accorded them; accordingly, in all their educational institutions they have emphasized the Bible and its relative branches of knowledge. This may be called the distinctive feature of their schools." How very naturally does this seem to follow from the admitted principles of any and every Church of Protestant Chris-

tians! Yet how is it that no one tries it? It is a rarely exceptional thing to find a man or woman, a girl or boy, who has anything like a thorough knowledge of the Bible. All honour to the "Disciples" for making this a "distinctive feature" of their educational system. For, as Principal Grant observed the other day in his lecture on Joseph Howe, what a vast educational power is the Bible, viewed merely in that light, and quite apart from its religious value; and the Bible was taught at Hiram as the Book of Books ought to be taught—as all books ought to be taught—carefully, lovingly and intelligently, not as if Christian people were cramming for a general competitive examination on the Day of Judgment.

To Hiram College young Garfield came as a student in the third term of the institution, and his own twentieth year. He came poor in everything except intellectual powers and moral faculties. Having early lost his father, he had acquired the secret of self-help. For his first two terms he was the College janitor—lighting fires, sweeping rooms, and ringing the College bell. A house is still pointed out in Hiram, the clap-boards of which he planed in one of his vacations. He had learned the lessons which certain shoddy schools are daily making it difficult for Canadian students to realize—that of the supreme worthiness of all honest work. But he did not fall into the mistake of putting