

in strong and forcible language that was copied in many of the papers of this country. The Catholics have felt the truth of this far more deeply than the Protestants; they have said it might be an advantage to a pupil to know how to read and then it might not—it depended on the use made of it.

Attention has anew been called to the use of the power to read by the four lads that wrecked a train on the New York Central railroad, accounts of which have thrilled the entire country. The boyhood of John Watson Hildreth has been inquired into with some minuteness. He was born in October, 1874. His residence was in East 138th street in this city; he was baptized in St. Ann's Episcopal church. His father is a lawyer of repute; he attended Sunday-School and his father was a teacher in it.

This boy attended grammar school 85 in East 138th street and was in the third grade when he left school. His teachers do not speak well of him; he read much in dime novels and his schoolmates say that his principal talk was of the pleasures to be had in adventures at the West among the Indians and robbers. He regaled his companions by telling those stories with additions made by himself.

In Rome, N.Y., he gathered about similar spirits and a plan was made him to derail a train and rob the dead. The train was thrown from the track and two persons killed; but these desperadoes were so appalled by the disaster already accomplished that they fled in fright. A clergyman of this city probably voiced the sentiment that now prevails that all four should be hanged as guilty of murder.

This event will call anew the attention of teachers to the important question, what will the pupil do with the knowledge he is gaining? It has

been the thought of THE JOURNAL that (1) the school should furnish the right kind of books to those that could read; (2) that the teacher should know what books the pupils are reading; (3) that the community should furnish books; (4) that clergymen as well as teachers should denounce the evil reading that abounds—the teacher's hands should be strengthened; (5) the teachers in Sunday-Schools should co-operate in this matter; (6) parents should have their attention called to this matter.

Now there are many papers issued on Sunday that contain stories just as injurious as the ones in the dime novels; all newspapers cannot therefore be expected to condemn vicious reading; they are themselves manufacturing it. Yet those who are not so engaged should be asked to express themselves frequently on this subject.

Again ought not the various educational associations to do something positive in this matter? Above correlation and concentration is not this a living subject? It has been gradually dawning on the world that the school must produce *moral* effects; it, however, still demands mainly that the teacher impart the power to read and let the moral effects come if they will. This incident shows that this position is no longer tenable; the school must produce moral effects let the others be what they may.—*The School Journal*.

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HISTORY IN DRESS.—Mrs. J. R. Green gave a lecture at the Working Men's College, London, Eng., on "History in Dress." The room was crowded.

Mrs. Green, in a comprehensive survey, showed how dress, in respect of materials, colours, style and ornament, had been affected by exploration, conquest, trade, incidents of the