

in the physical forces of the heavens or the earth.

I must here consider for a few moments an objection that may be offered to the necessity of introducing the subject of Political Economy into our schools. Newspapers treat principally of political subjects, and it may be urged that the pupil will be sure to gain an adequate knowledge of these subjects after he leaves school. Perhaps he may. But what is there to prevent the demagogue getting control of the press? There is no inherent virtue in a newspaper, and as we see the press at the present day, there is one fault that renders it very untrustworthy to deal with this subject—I refer to its partisan character. Given the power to read, let the pupil read continuously one side of a discussion, and he is just as fit to judge correctly as a jury is fit to render a verdict after hearing the evidence and the counsel on one side only.

I recommend this subject to the teacher all the more earnestly, because of the grand aim it has in view. Many things are taught to the pupil that he

may hardly ever be called on to apply in after-life, while he can scarcely enter into a profession or a trade, much less can he take his part in the duties of citizenship without being required to use his knowledge of the laws of social science. In teaching this subject the teacher may well cherish a patriotic pride in feeling that his labour has a directly beneficial object. Are wars to cease, are contests between capital and labour to become things of the past, is taxation to be justly distributed, is freedom to extend, is poverty to be ameliorated, is man to labour only for the good of man? The teacher has much to do in the solution of these questions. The toils of the faithful teacher are often but poorly paid, and still more poorly appreciated. But if he can feel that he is working for the benefit of humanity, that this world's woes will be less because he has aided to spread truth; he may well disregard the lack of material reward or appreciation in the nobler feeling that to give is more blessed than to receive.

THE difficulties of doubling the Cape of Good Hope, called by its first discoverer the Cape of Storms, are familiarized to us by the story of the Flying Dutchman. Mr. Francis Galton accounts for them by the strong narrow current of warm water driven from equatorial latitudes by the prevailing east winds; it sweeps down the south-east coast of Africa, and spreads to the south of the cape in numerous streamlets, causing marked atmospheric disturbance and storms. These east winds, when they reach the continent, are deflected in the same direction as the currents, by coming in contact with the bounding face of a table-land, which in the neighbourhood of Lake Nyassa, is 8,000 feet high, and gradually declines going south-eastward. This table-land in fact has the same effect upon the wind, as the coast has upon the current, and helps to produce the same effect—a stormy sea south of the Cape.

ON Christmas Day last, Mr. Longfellow wrote thus pleasantly to Mr. Peaslee, Superintendent of Public Schools, Cincinnati, in reply to an invitation to send a few lines for the intended celebration of the poet's seventy-third birthday by the public schools of that city: "I wish it were in my power to comply with your request to send you some lines to be read on the occasion you mention. But want of time and numerous engagements render it impossible. I can only send you my Christmas and New Year's greeting to the grand army of your pupils, and ask you to tell them, as I am sure you have often told them before, to live up to the best that is in them; to live noble lives, as they all may, in whatever condition they may find themselves, so that their epitaph may be that of Euripides: 'This monument does not make thee famous, O Euripides, but thou makest this monument famous.'"