

modified by shifting conditions:—

Great Britain learned a political lesson from the loss of her American colonies, and learned also that the economic theories were unsound on which were based the measures that had induced the Americans to revolt. Hence she has allowed Canada full self-government, and the same thing has happened in Australasia, where, also, the white settlers found, the aborigines vanish before them. The result is that the British Empire contradicts what has hitherto been an axiom of political geography—that a State which was not enclosed in a ring-fence was in a position of serious weakness, and might be expected to use every effort to make its territories conterminous. Steam and the electric telegraph have done something by facilitating communications; but the knowledge that the slight control which England still exercises will never be used for her own separate benefit has done more. Without indulging in any predictions as to the future, we may safely cite the present relations between Great Britain and her colonies as showing how completely political inferences drawn from geography may be falsified by the introduction of a new condition into the problem.

Education in the Nineteenth Century:

Lectures delivered in the educational section of the Cambridge University extension summer meeting, Aug. 1, 1900, edited by R. D. Roberts, M. A., B. Sc. (Lord's) Sec.; C. L. Clay and Sons, Cambridge Univ. Press Warehouse, Ave Marie Lane, London, 3s. 6d. "History is the instructor of mankind," says Prof. W. Rein, one of the lecturers. Here we have a series of thirteen lectures concerned with the movements of education in England for 100 years. Most interesting these lectures are, and sufficient guarantee of this are names of the men and women who delivered them: Rev. H. Martyn, D.

D., Master of Trinity, Cam.; Miss Agnes Ward, late principal of the Maria Greg Training Coll.; Sir Joshua Fitch, M. A., LL. D.; R. P. Scott, M. A., Parmiter's School; Miss F. Gadesden, Blackheath High School; H. L. Withers, M. A., Owen's Coll.; C. W. Kimmins, M. A., B. Sc., Inspector Science Teaching; Sir Philip Magnus, B. A., B. Sc., Supt. of Technical Exams.; Miss E. P. Hughes, late principal of the Cam. Training Coll.; Sir R. Tibb, LL. D., M. P., Regius Professor of Greek, University of Cambridge; Mrs. Henry Sidwick, principal of Newnham Coll. Cam.; Michael E. Sadler, M. A., Director of Special Inquiries and Reports, Education Department; W. Rein, Ph. D., professor of pedagogy, University of Jena. In this volume the reader will find much information both interesting and instructive. We see in this book how the Imperial race girds up its loins to make old things new, and to meet with efficiency education's ceaseless change.

"God's Puppets," by Miss Imogen Clark, which is published in Canada by Gage and Company of Toronto, is a very pretty story; historical, but none the worse for that since it is simply written and marked by good work. Miss Clark's first book was "Will Shakespeare's Little Lad," published some years ago, which is evidence that the author has a natural inclination to treat historical subjects.

One of the very best accounts of the war that has yet appeared, is "How We Kept the Flag Flying," the story of the siege of Ladysmith, by Donald Macdonald, published in Canada by William Briggs. Mr. Macdonald is an Australian, and was through the entire siege, the written accounts of which have not yet exhausted our interest in what happened at Ladysmith. Indeed few correspondents were in a position to give a full account of that part of the war. Mr.