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AN IMPORTANT QUESTION upon which Stanley's journey, according to his recent letter, may throw light, is the doubtful connection of the Mootan Nzige with the Aruvimi or with the Albert Nyanza. From a passing mention of this question in the letter, it would appear that Stanley inclines to the opinion that the lake belongs to the Kongo system. He states that it is far smaller than the Albert Nyanza, and this statement necessitates an important change in our maps of Central Africa. Mr. Wauters of Brussels, whose opinions regarding the hydrography of the Kongo basin deserve special consideration, has long maintained that the lake must belong to the Aruvimi system, as it would be impossible to account for the enormous amount of water carried by that river if it had its source west of the lake. Other geographers, among them A. Kirchhoff, have maintained the existence of a connection between the southern lake and the Albert Nyanza. In this case, the lake would belong to the Nile system. Undoubtedly Stanley's explorations will materially add to the solution of this interesting problem. His whole route led to entirely unknown territory, and will disclose another section of the western slope of the great East African highlands. Among the ethnographical notes contained in his letter, the discovery of a new tribe of dwarfs, called Wambutti, is noteworthy, as they add one more to the great number of these widely scattered dwarfish people which have become known recently. The Wambutti occupy an intermediate location between the Akka of the Welle, and Batwa of the southern Kongo affluents. The natives, among whom these dwarfs live, are described as "strong, brown-bodied, with terribly sharp spears," — a description which shows that they belong to the group of the peoples inhabiting the watershed between the Welle and Nile, and not to the Bantu.

THE STUDY OF THE DEAF.

THE April number of the *American Annals of the Deaf* contains much valuable information of a general as well as of a special nature. Professor Greenberger, in speaking of the difficulty often experienced in ascertaining whether a deaf-mute is idiotic or not, narrates a number of instances in which children have been placed in idiot-asylums who afterwards proved to be quite intellectual. He says that the brightest pupil, without exception, that he has ever had under his charge was a semi-deaf boy, who, on account of his partial hearing, had been mistaken for an idiot, and placed in a school for feeble-minded children before he was sent to a deaf-mute institution. He afterwards became an able editor and part-owner of a newspaper.

W. G. Jenkins, M.A., contributes a very valuable article on diction and idiom, and points out the great difficulty which learners of the English language experience in mastering it.

"At the end of four years, the ordinary pupil is in possession of a vocabulary of three or four hundred words. His habit of composition has become pretty well fixed by that time, and his later acquisitions are but expansions of the work already begun. The skeleton has been formed, and the more meat that can be added, the more satisfactory will be the result. The first three or four hundred words in a deaf pupil's vocabulary are short, easy words; and a suggestion to discourage synonymes is nothing else than a plea that the easy Saxon words already acquired be retained, in preference to the longer Latin equivalents. If a pupil has been taught to write, 'Mr. Smith built a house,' it would be better for him, to the end of his life, to use those words, when necessary, than to write, 'Mr. Smith erected a residence.' I do not think there can be two opinions on the wisdom of urging our pupils to use such words as 'buy,' 'lead,' 'begin,' 'hate,' 'end,' 'go,' 'hide,' 'whip,' 'letter,' 'famous,' in preference to 'purchase,' 'conduct,' 'commence,' 'abominate,' 'terminate' or 'conclude,' 'proceed,' 'conceal,' 'chastise,' 'epistle,' and 'illustrious.' It is desirable that our pupils should know every word they meet, but it is not desirable to use synonymes for the language already in their possession. To encourage the use of long words for the short, easy words already familiar, would bring us under Goldsmith's criticism of Dr. Johnson, of 'making minnows talk like whales.' The boy who wrote of making shoes on a conclusion (last), and the one who fermented on his father's farm, together with the Frenchman who wrote to his English friend, praying that 'he and his family might be pickled to all eternity,' might have expressed themselves very clearly had they been less ambitious for synonymes.

"If it were only possible to find out what words were best adapted to the requirements of every-day life, and what number could be practically taught in the few years at our disposal, a valuable aid in the work of instruction would be secured. Of the one hundred and fourteen thousand words in the English language, we must make up our minds to dispense with all but a thousand when we consider the written language of the deaf. The mastery, indeed, of five hundred words would be a most gratifying accomplishment. It is claimed, by no less an authority than Max Müller, that a well-educated English scholar, a representative of the best university, one who is familiar with Shakspeare and Milton, does not use more than three to four thousand words. The Hebrew Testament says all that it has to say in 5,642 words, while an English author says that in his parish the rural laborers have not more than three hundred words. However much we may mourn over it, the fact remains, that, if our pupils are to express themselves in grammatical language, we must be content with a limited vocabulary; and it is much to be feared that time spent in technical studies, in memorizing technical phraseology, is so much time taken away from practice in the language of the common people."

A. L. E. Crouter, M.A., contributes an article on the proper lo-