

preservation of the skulls, and, by an oversight, left the solution standing outside in an open vessel. The solution cooling, during the night, the glue solidified. A rambling dog removed it bodily from the vessel, and, when the professor returned to the spot next morning the dog was struggling desperately in the vain effort to masticate and swallow the glue. At another time he was greatly amused by observing a dishonest curiosity

seeker surreptitiously removing some bones of lower animals, which in his ignorance the thief thought to be those of the mound builders themselves. Again when staying over night at a farmer's place, so great was the terror of the good people of the house, that, with a view of preventing ghosts from disturbing the family, Professor Montgomery was forced to keep strict guard over the skulls all the night.—*The Student.*

THE TEACHING OF THE ENGLISH LANGUAGE AND LITERATURE.

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I.—METHODS OF STUDY IN ENGLISH LITERATURE.

THE prominence assigned in our contemporary educational literature, as well as in our practice, to the art of methodology, has led to a revulsion which is both logical in its character and salutary in its effects. The untempered zeal of the extreme methodologists has caused them to assign to their shallow artifices a sort of magical efficacy, as though the highest ends of instruction were to be accomplished by mere dexterity; pure attainment, cultivated judgment, delicate scholarship, lofty idealism, all being of secondary import in this dispensation of sciolism. In the development of his philosophic system Bacon seems to have anticipated some of the characteristic features of our modern educational empiricism. The *Novum Organum*, which he believed was to revolutionize existing methods of philosophic investigation, was to achieve success not by force of individual skill or aptitude, but by the intrinsic excellence of the *môde* pursued. Original differences of genius, tem-

perament, character, were to be effaced by the adoption of the system which ignored them and accomplished its ends by the supreme merit of method alone. Bacon's scheme of levelling all original differences and setting aside all native or acquired faculties, is a suggestive and entertaining commentary when read in the light of modern developments. Still, it is neither wise nor salutary to press reactionary movements to an extreme degree, and there can be no doubt that methods may be effectively employed as an *auxiliary* to the higher condition of true scholarship. In any sphere of educational work, their function must be secondary and subordinate, not primary or exclusive.

So much has been written and said in regard to modes of instruction in primary schools that the world has grown weary of the theme. The loftier spheres of scientific, literary and historical teaching have happily escaped the empirical epidemic, and will remain free from its tainting touch. The field of English literature and the English language—in its higher forms—seems to have been thus far undeso-