

surrected at a later stage by university professors for such pupils as have the good fortune to take a university course under professorial guidance. If their culture in English is to stop with the High School leaving examinations so much the more reason for training them in the use of masterpieces instead of cramming them with facts which they will speedily forget, and which will do them little good if they remember them, owing to the way in which they must needs be acquired. In this country, following methods imported from across the Atlantic, we have too long been pursuing the very plan suggested by Prof. Cappon, and I confess my disappointment that he does not offer more rational views for our adoption in dealing with English in schools. Learning and teaching about English instead of learning and teaching English have long been the bane of school and college work; let us now have some genuine esthetic study of the best compositions for a change.

If I may be pardoned for saying a few words on the issue joined by Prof. Cappon and Mr. Wetherell, I would like to add that my chief objection to the latter's editorial work is that it is bound up with the text in a pupil's book. Its presence there

makes really good class work with the text an impossibility. The pupils are prevented from putting forth an independent effort to construct the categories for themselves, and the categories will be useful to them in their after reading just in so far as they have been constructed by themselves, not memorized from the work of a skilful analyst like Mr. Wetherell. If the editorial work is for the pupil then the better its quality the worse the effect on him; if it is for the teacher then it should be bound up in a separate book and be kept as much as possible out of the pupil's hands. Mere information that is not generally accessible to High School masters may be useful as an aid to the comprehension of the text, but no attempt should be made in a pupil's edition to supply any interpretation. To do so ought to be regarded by the teacher as an impertinence, which is none the less unpardonable because it claims to have departmental sanction. With plenty of cheap editions of Longfellow to draw upon next year, I trust that all editorial effort will be devoted to really aiding the teacher, not making good teaching for him an impossibility by depriving the pupil of the chance of doing independent work under his direction.

CONTINUITY IN EDUCATION.

BY CHARLES TUDOR WILLIAMS.

(Continued from February.)

BUT few will be found to deny the reasonableness of that method of education which throws the greatest stress on the development of a man's whole capacity. It is not the general mental attitude towards this question which is at fault, but the strength of the mighty force which overbears our mental persuasion. That force is, confessedly, all that is represented by

the term wealth. It is safe to say that almost all students, now-a-days, who address themselves to the getting an education, do so with the purpose of preparing themselves for making a pecuniary fortune; and failing this, the world pronounces them failures indeed. The schools and even colleges of this country, not excepting our public schools and universities (to