

great advantage of preserving national unity by a uniform curriculum, and of securing an equal value to the degrees conferred, her weak point is an extreme centralization fatal to the development of individuality. This danger induced Monsieur Bourgeois, late minister of public instruction, to prepare a bill providing for the creation of five or six regional Universities. But it has not yet been discussed by the Parliament.

Whatever may be thought of that system of education, let us not forget that modern France cannot easily modify it. On the one hand, she is passionately fond of unity; on the other hand, she has reason to fear the hostile influence of the Roman Catholic church if the State abandoned its right of examining students and of conferring degrees. These facts must be taken into account in order to understand an institution so different from the Universities of other countries.

D. COUSSIRAT.

### POLYSYLLABIC RHYMES.

We have but few rhymes of four syllables, and these are hardly made but by some whimsical and far-fetched expressions. Swift, who indulged himself in these trifles, will furnish an example:—

"For this, I will not dine with *Agmondesham*  
And for his victuals, let a *ragman* dish 'em.

Words accented on the fifth syllable from the end are extremely rare, and, of course, rhymes to them are nearly impossible to be found. I have met with a single instance:—

"Why did old Euclis take his only child,  
And shut her in a cloister *réparatory*?  
Because she was a rebel whig, and wild,  
And he resolved to tame and *keep her a lory*."

But the verses of Swift, upon the ancient dramatic authors, exhibit the most extraordinary specimen of this sort of rhyme that the English language contains. He had superior abilities in rhyming, and he appears to have set himself down to this piece merely for the purpose of exerting them.

"I went in vain to look for Eupolis  
Down in the Strand, just where the new pole is;  
For I can tell you one thing, that I can,  
You will not find it in the Vatican.

He and Cratinus used, as Horace says,  
To take his greatest grandees for *asses*,  
Poets in those days used to venture high;  
But these are lost full many a century,  
Thus you may see, dear friends, *ex pede* hence,  
Thy judgment of the old comedians.

Proceed to tragics; first, Euripides  
(An author where I sometimes dip a-days)  
Is rightly censured by the Stagyrte,  
Who says his numbers do not fadge aright  
A friend of mine that author despises  
So much, he says the very best piece is,  
For aught he knows, as bad as Thespis's,

And that a woman, in these tragedies,  
Commonly speaking, but a sad jade is;

At least I'm well assured, that no folk lays  
The weight on him they do on Sophocles.  
But, above all, I prefer *Œschylus*,  
Whose moving touches, when they please, kill us.  
And now I find my *muse* is ill able  
To hold out longer in trisyllable.

Another exquisite rhyme occurs to me; Butler, speaking of an apothecary, says:—

"Stored with deletery *med'cines*,  
Which whosoever took is *dead since*."

H. M.

### SOME ASPECTS OF EDUCATION.

The Annual Lecture delivered to the members of the Women's Delta Sigma Society of McGill College, Dec., 1892, by Prof. Chas. E. Moyse.

CONTINUED.

Unfortunately, the style of Mulcaster, who, as I have said, gives us what may be the first schoolmaster's reference to the study of English, is heavy and at times obscure. It would be interesting to present Elizabethan thought in its exact form by quotation. To do this we had better pass to the next generation, and here again all Mulcaster's leading views are visible. Just thirty years later, then, in 1612, when John Milton was a little boy four years old, John Brinsley, the elder, the master of a school in Leicestershire that may be taken as a fair specimen of an average English grammar school in those days, touches on the study of English in prose which is clearness itself compared with the prose of Mulcaster. "There seems unto me," says Brinsley, "to be a very main want in all our grammar schools generally, or in the most of them; whereof I have heard some great learned men to complain: That there is no care had in respect to train up scholars so that they may be able to express their minds purely and readily in our own tongue, and to increase in the practice of it as well as in the Latin or Greek; whereas our chief endeavour should be for it, and that for these reasons: 1. Because that language, which all sorts and conditions of men amongst us are to have most use of, both in speech and writing, is our own native tongue. 2. The purity and elegance of our own language is to be esteemed a chief part of the honour of our nation, which we all ought to advance as much as in us lieth. As when Greece and Rome and other nations have most flourished their languages also have been most pure; and from those times of Greece and Rome we fetch our chiefest pattern for the learning of their tongues. 3. Because of those which are for a time trained up in schools there are very few which proceed in learning in comparison of them that follow other callings." This is the modern case neatly set forth in brief—compressed into a nutshell—as we say. The English question, then, is an eterna, school question, and the method of remedying the defect alluded to by Brinsley was, so Brinsley said, to write more English—let there be continual practice of English in some form or other.

In what I am about to say, I would have it understood that I do not wish to bear hard on the teachers of English or the teachers of any other subject what