

Now go we home, for now entrapped
 Do wanderers chase the wisp so light;
 And ghosts in vests of white are wrapped
 To urge the steps of the rapid wight.

Then let us think where we have been
 Mid scenes of beauty, love, and awe;
 And write account of what we've seen,
 And count aright the things we saw.

We saw the sunset and the sun,
 We saw the sky, we saw the sea,
 We saw the waters where they run,
 The moon and little stars saw we!

We saw the bat, the owl, the tree
 That bent its branches down to kiss
 The river: pretty *saw-yers* we,
 That saw so many things as this!

T. H. S.

ON THE STUDY OF HISTORY.—A LECTURE.

THE rudiments of most sciences as Mathematics or Chemistry must be taught to the student on his first introduction to them. But in History this is not the case: here are no rudiments, no definitions necessary, as well to be known as understood, before advancing further. History cannot, in this sense, be taught; the teacher has only to guide and to direct. And he must be content that every remark which he makes, every direction which he gives, shall be received, not like a mathematical proposition, as indisputable and only needing examination to be understood and its truth perceived, but as an opinion which may or may not be true, and which, even if true, has most probably been, and still is, impugned by many who have specious arguments to bring forward against it.

One chief obstacle to the study of history being part of the education of the young, consists in the practical passions and interests which it engages, and if this be the case in ancient history (when the state of society and of opinion was so far different from our own), in which the toriyism of Mitford leads him to vilify Demosthenes, and the radicalism of Grote to defend Cleon, more especially is it so in the history of modern times.