

Jude also quotes a passage from it in his solitary epistle

Now Enoch flourished long anterior to Noah; in fact before Methusela, whose grand-father he was. Consequently, it must be admitted that sufficient time has elapsed since that remote period to have produced a system of pedagogy, from which, as from the laws of the Medes, it would be heresy to deviate. Such, however, is far from being the case. Nearly every year produces a crop of new methods of teaching. We are inundated with new and improved text books for the acquiring of Latin and Greek, French and English. We have systems of Arithmetic by the score, each pretending to surpass its predecessor, in other words, to be the *nec plus ultra* of its class. It must be confessed, however, that notwithstanding all these multiplied aids to smooth and shorten the path of science, the teacher of to-day is ready to exclaim with a celebrated mathematician of old: "There is no royal road to geometry." Neither, Mr. President and Gentlemen, is there a royal road to any thing else that is worth the trouble of acquiring. We have for instance a great variety of easy methods for the piano, the organ, the violin, flute &c. I am not aware of the existence of any easy method for the jewsharp, mouth and hand organ; but with the exception of the three last mentioned delightful instruments, has it ever been your good fortune to meet with a musician who had attained to proficiency in his art without the exercise of a vast amount of practice and perseverance? Hard study and perseverance, therefore, are the only easy though cast-iron methods that will ever prove successful either in our schools or universities.

As you are aware, the subjects principally taught in the former, are familiarly and facetiously known as the *Three Rs*. I can well remember when the duties of the schoolmaster were confined within the narrow limits of reading, writing and arithmetic. What we learned of grammar and geography, was communicated orally from the lips of the master, no text books being deemed necessary. What is styled superior education, that is to say a knowledge of the classics and higher mathematics, was left to the grammar schools subsidiary to the university, all minor branches being sub-

jects of home study, according to the means and inclination of the student.

As reading, writing and arithmetic constitute the three roots which give life, strength and sap to the tree of knowledge, I shall confine the few remarks I have to make chiefly to one or another of those subjects.

In commencing this essay, I said to myself: Which of the three shall I discuss? Reading, Writing or Arithmetic? I at once resolved to discard the latter. For I considered, in the first place, that for me to treat on that very important topic would be like "carrying coals to Newcastle;" and, in the second, that any disquisition thereupon on my part, would act like a soporific on this illustrious assembly. Shall it then be Reading? But, Mr. President and Gentlemen, to what useful purpose should I multiply words, and occupy half an hour or more of your valuable time in explaining what you all know so well already; that good reading, like good music, does not consist merely in the correct pronunciation and distinct articulation of the words, certainly two very important points, but in the harmonizing and modulating of the voice, according as the matter may be sad or cheerful, comic or didactic? To read, subject to the above conditions, is termed reading with expression. As I do not consider myself sufficiently qualified to treat of this subject according to its vast importance, it being a branch of study that can be thoroughly taught rather by example than by precept, I will leave it to an abler pen than mine to do it ample justice, and proceed to elucidate the subject placed between the other two. This position all nations, whether savage or civilized, have agreed to consider the middle. In this selection I am most opportunely fortified by the advice of Horace in his treatise *De arte poetica*. He tells the aspirant after poetic fame neither to attempt too much, nor rest satisfied with doing too little: *In medio tutissimus ibis*. You will run the smallest risk of failure by steering a middle course.

The art of Writing, Mr. President and Gentlemen, admits of three distinct significations. It may be applied to the practical or mechanical art of writing, and this is termed calligraphy. It is also employed to denote the art of literary