

fore to conclude that a man must learn to smoke if he wishes to become a good speaker?

I shall quote in conclusion a few selections from some of our poets and writers, who apparently held the same views as I on this matter:

"No sooner are the organs of the brain
Quick to receive, and steadfast to retain
Best knowledges, but all's laid out upon
Retrieving of the curse of Babylon;
To make confounded languages restore
A greater drudgery than it barred before:
And therefore those imported from the East,
Which first they were incurred are held the
best;

Are really but pains and labor lost,
And not worth half the drudgery they cost,
Unless like rarities, as they've been brought
From foreign climates, and as dearly bought
When those who had no other but their own,
Have all succeeding eloquence outdone:
As men that wink with one eye see more
true,

And take their aim much better, than with
two:

For, the more languages a man can speak
His talent has but sprung the greater leak."
—*Samuel Butler*.

"Happy the youth, in Euclid's axioms tried,
Though little versed in any art beside;
Who scarcely skilled an English line to pen,
Scans Attic metres with a critic's ken.
What though he knows not how his fathers
bled,

When civil discord piled the fields with dead,
When Edward bade his conquering bands
advance,

Or Henry trampled on the crest of France,
Though marvelling at the name of *Magna
Charta*,

Yet well he recollects the laws of Sparta;
Can tell what edicts sage Lycurgus made,
While Blackstone's on the shelf neglected
laid;

Of Grecian uramas vaunts the deathless fame,
Of Avon's bard remembering scarce the
name."
—*Lord Byron*.

"I had small Latin and s Greek."
—*Shakespeare*.

"What is to be said of classical
teaching in our ordinary schools? I
will tell you. It means getting up end-
less forms and rules by heart. It
means turning Latin and Greek into
English for the mere sake of being
able to do it, and without the smallest

regard to the worth, or the worthlessness of the author read. It means the learning of innumerable, not always decent, fables in such a shape that the meaning they once had is dried up into utter trash; and the only impression left upon a boy's mind is that the people who believed such things must have been the greatest idiots the world ever saw. And it means finally that after a dozen years spent at this kind of work, the sufferers shall be incompetent to interpret a passage in an author he has not already got up; that he shall loathe the sight of a Greek or Latin book; and he shall never open, or think of, a classical writer again, until, wonderful to relate, he insists upon submitting his sons to the same process."—*Prof. Huxley*.

L. MOORE,

Prin Academy.

Knowlton, P.Q., Feb. 18th, 1899.

"SELF-HELPS" IN THE SCHOOLS.

To the Editor of the *Mail and Empire*:

SIR,—I owe an explanation to the teachers of the fifth book classes in the Public Schools, whom I had the honor of addressing last Friday on the teaching of literature. To illustrate the point that the pupils' grasp of the author's thought should be tested by having them write out in their best literary form and as concisely as possible a synopsis of the poem or selected studies, I drew attention to the work of a High School pupil who had lately passed the entrance examination from the fourth book class. This work I complimented very highly as presenting what we should aim at rather than what we might expect from the average pupil. My compliments would have been of a different kind, however, had I then known, what I have since discovered, that the synopsis was copied from a "School Help" published in this city, and used largely in the Public Schools throughout the province, but not, I may presume, by the