

it is long, in words above two syllables (which is enough to regulate her pronunciation and accenting the words), read daily in the Gospels; and then let her avoid understanding them in Latin if she can. And when she understands the Evangelists in Latin, let her in the same manner read 'Æsop's Fables,'" Locke directs, "and so proceed on to 'Eutropius,' 'Justin,' and other such books." And then, to shew that he is not proposing anything Quixotic or Utopian, he adds: "I do not mention this as an imagination of what I fancy a mother may do, but as of a thing I have known done, and the Latin tongue got with ease this way." Of course, in what is said both by Locke and Clarke, the intention simply is that everything should be done to prevent disgust with a difficult subject at the outset—that beginners should have every help afforded them—and so the time will be likely all the more speedily to arrive when a real taste and fondness for the study will develop itself and conduct to a life-long appreciation and enjoyment of it. It is curious to note that neither to Locke nor Clarke did the previous question as to the essentiality of initiating every English lad in the Latin language suggest itself, so paramount was the prevailing scholastic tradition on this head.

But to return to "Corderius." Before parting with him I desire to record here a portion of Calvin's dedication, still to be seen at the opening of his "Commentary on the Epistles to the Thessalonians." It is ad-

ressed to "Maturinus Corderius, a man of eminent piety and learning, Principal of the College of Lausanne;" and the exordium reads as follows, shorn, however, of its grace by being translated from its original Latin: "It is befitting that you should come in for a share in my labours, inasmuch as, under your auspices, having entered on a course of study, I made proficiency at least so far as to be prepared to profit in some degree the Church of God. When my father," Calvin continues, "sent me, while yet a boy, to Paris, after I had simply tasted the first elements of the Latin tongue, Providence so ordered it that I had for a short time the privilege of having you as my instructor, that I might be taught by you the true method of learning, in such a way that I might be prepared afterwards to make somewhat better proficiency. . . . And it is with good reason that I acknowledge myself indebted to you for such progress as has since been made. And this I was desirous to testify to posterity, that if any advantage that shall accrue to them from my writings, they shall know that it has in some degree originated with you."

With this tribute of John Calvin to his old tutor Corderius, we may compare St. Jerome's grateful expressions in regard to his early instructor Donatus, author of the famous Treatise on the Eight Parts of Speech; and Bishop Andrewes' recollection of his former master, Richard Mulcaster, whose portrait the Bishop kept ever hanging before him in his study.

THEY have 10,261 school savings banks in France, with 213,135 depositors involving an amount not less than \$849,322. The same system has also been introduced into Belgium, Holland, Italy, Switzerland, Germany, and

other European countries, the idea being to teach children useful lessons of economy. In France, the teacher of the school receives the contributions of a pupil until they amount to a franc, when they are deposited.