

covery, some of them ; but see that your new weapons are equally effective, not in the sphere of knowledge but in the sphere of education. Yet there is no such universal verdict ; there is a cry for readjustment and for improved method. Classical verse-making is becoming a thing of the past, whereas in the days of Lilly it was an exercise recognized everywhere ; in fact, a short time ago it was expunged from the curriculum of the German schools. The decree which effected this was no doubt a wise one, and yet on the other hand the opinion of classical scholars of a high type like Prof. Jebb, that the finest atmosphere of the classics can be breathed only by those who have a practical acquaintance with verse structure, is no doubt true. Behind Greek poetical art lies Greek rhythm, just as behind English poetical art lies English rhythm. A change of feeling or a turn in the action of the play is marked by a new metre. What idea of this side, the artistic side of a Greek play, can be conveyed through a translation which presents everything in blank verse, or, worse still, in prose ? However, the change of metre can, it is true, be detected, and in some degree appreciated by a reader incapable of writing Greek verse, but this limited appreciation demands a knowledge of the beat of poetic rhythm. If modern classical training in Latin continues to require knowledge of Latin quantity, one cannot say that sporadic references to it, or the committing to memory of imperfect grammar lists, is the scientific method. Still, this question of composition in verse does not bear pointedly on the present argument. What is to be aimed at by schools which have a fairly developed classical side is to lead their pupils to a simple working knowledge of easy Latin and Greek. If the steps of our forefathers cannot be followed in this matter, then we had better forsake them. The greater Universities are moving to the point of demanding from candidates for entrance the translation at sight of very easy passages from the Classics, and this is the one speedy and unerring test of classical acquirements. So far as Canada is concerned, it would do away with the difficulties that perplex teachers of Classics in their attempt to adjust their requirements so as to meet the courses prescribed in the various Provinces. It may be said that the New World sets no store at all by the Classics, but appearances prove far otherwise. Among the letters of Arthur Hugh Clough, I find one dated February 21st, 1853, in which a reference to Harvard is made. Clough was anxious to leave London and to try his fortune as a teacher of Latin, Greek or English in America. Emerson urged him to cross the water, which he did, arriving at Boston about three months before the date just mentioned. After speaking of the buildings and the social life at Cambridge, Clough says that the students "learn French and history and German, and a great many more things than in England, but only imperfectly." This was an early impression, of course, but granting that it was a true one in the case of an Oxford man who had devoted himself to literary pursuits and to teaching for some years, it cannot hold good now—it bears witness to the past, not the present. I shall refer to Harvard again presently ; but what I wish to point out now is that the

Classics are not considered by Americans to belong to dead formulas, that is, to formulas which have no bearing on the activities of life. Life is not a sum of activities ; it is a mixture of activity and thought. It is not absolute, but relative to the past as well as to the present. America seems to me to possess a fair share of classical vigor. American firms publish school editions of the Classics, which in the matter of general neatness and good type can take their place by the side of similar productions from an English house ; indeed, the best school Greek grammar written in English comes from an American. And the new methods repeat the ancient. The old lamp by which Ascham led his pupils along the ways of learning is re-lit when the mode of double translation is quoted in full as being the best known to the educational world.

If French and German are to take the place of Latin and Greek, the same goal has to be striven for—the attainment in schools of a simple working knowledge of modern languages before a pupil leaves school and enters a University. Here again there is no royal road to learning, although many roads profess to be practical and speedy. I remember, when I was at college, seeing in a shop-window a figure of a man printed on a card, and this figure appeared to be resolving itself into a coruscation of rays. Rays issued from the eyes, the mouth, from every part of the body, indeed. The object of this wonderful phenomenon was to teach French genders in—I am afraid to say how short a time. It is beyond the power of any radiation to teach French genders, for French genders can be learnt only by practice, and the most practical method in the case of pupils who have some knowledge of Latin is the scientific, the historical. However, it is in the matter of German that some of the so-called practical works are extremely unpractical and unscientific. A person is supposed to come to the learning of German with a fair English vocabulary. *(To be continued.)*

## INNOCENTS ABROAD.

BY THREE OF THEM.

The question, "What shall I do after graduation ?" is no doubt beginning to agitate the minds of many of the final class in Medicine. To give what help we can in answering this momentous question is the object we have in view in writing down a few of our own experiences whilst strangers in a strange land. To those intending to go to Austria or Germany the first piece of advice is "get a passport." This may be obtained from the mayor of any city, or by British subjects in either London or Edinburgh, on payment of a small fee.

The day after we arrived in Vienna we received a notice, which by the aid of a dictionary and three phrase-books we made out as a command to report ourselves at a certain police office without delay. We did so, armed with our passports. A polite official asked us some questions in German which we answered in English. As neither understood a word that the other said, the result was no doubt very instructive.