

having English literature in schools; indeed, no class-period could be better spent than one in which a teacher who has studied and felt some little English masterpiece, talks about it to his pupils, and makes them conscious of its beauty, power and, possibly, its bearing on life. But for a university to pass a matriculant in English on the ground that his knowledge of prescribed English authors makes good palpable defects in other English subjects, is to feed the tap-root of the evil. It may be argued, of course, that one English subject should minister to another, to which we reply that English literature is regarded as a thing standing very much by itself, with an apparatus of biography, and, above all, of notes, a knowledge of which is often distinctly responsible for weakness in English elsewhere. Like a Chaucerian poet bound to show his learning, English, now that modern things are triumphing, has to make a display. We have seen its requirements in literature covering a page, and have had to reject for bad spelling and ignorance of simple structure in English more than one person who had academically fulfilled them. It is well to make sure of provision for success in essentials before giving large rights to less trying and showy matter. Argue as we may, there is something radically wrong when we see large universities paying, each of them, a cohort of men to do little else than correct English prose. "Our chief endeavour should be for it," as Brinsley wisely and truly says, and his "our" is the "our" of the schoolmaster.

The value of Latin as an educative subject is simply and forcibly urged in the report. It is hard to say what will be the fate of Latin in the Province of Quebec, but to judge from signs of reaction in its favour in the United States, there is a shred of probability that extinction is not its destiny in the Protestant schools of this part of Canada. The crusade against classics goes on merrily, however, and an almost successful attempt to overthrow Greek has just been witnessed in one of its strongest citadels. Greek must go, and even at Oxford, where, it may be, a degree in farriery will be given some day, unless, indeed, horses have become as "useless" then as Greek is now.

There is no term more misleading than the term "new education," so frequently and, to all appearance, effectively used on platform and in leading article. It is simply a case of calling a thing by a wrong name, that is all. Education is neither new nor old nor mediæval; it is a result or set of results—independent of chronology and immut-