

chosen disciples—those who had in his own Heavenly School learned to be susceptible to the sublimest of all motives, He says, "If ye love Me, keep my commandments," while the Scribes and Pharisees, hypocrites, are made to tremble by the denunciation of the most terrible punishment.

The subject is by no means exhausted. But due regard to the time at my disposal and the patience of my hearers rendered it necessary to close somewhat abruptly. No less consideration is due to the readers of

the EDUCATIONAL MONTHLY; and therefore the subject matter of the remaining sheets, dealing with the question of rewards and punishments, especially the vexed one of corporal punishment, and the discouragements and encouragements of the teacher, must of necessity be laid aside. If any word that I have been able to say should have the effect of impressing any teacher with a deeper sense of the dignity and the responsibility of his high calling, the aim of this hastily prepared paper will have been so far attained.

HOMER FOR THE ENGLISH STUDENT.

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AS the most competent authority assures us that "in the Spring a young man's fancy lightly turns to thoughts of love," so in this the on-coming publishing season, the fancy of the literary student is apt to construct a fond dream of an ideal publisher. To thus build publishing houses in the air, is perhaps no more laudable employment than the designing of other *châteaux en Espagne*, yet the *motif* of this paper requires that the writer be permitted to construct out of his inner consciousness this not wholly impossible publisher as willing to risk a little, and but a little, money, in an enterprise that would surely but slowly repay itself—the supply to our educationists of a few manuals of Greek and Latin literature, intended for non-classical readers, which might enable the English student to assimilate something of the true classical spirit. It is true that some excellent manuals on these sub-

jects have been lately published in England under the editorship of Mr. Green, but these miss the point which I desiderate: the making the classical writer speak for himself; the bringing before the English reader a sufficient image of the actual writings of Homer or Virgil or Horace. This can only be done, as Mr. Matthew Arnold has clearly shewn, by rendering the classical writers into the rhythm and manner of the originals. Mere text-books of literature may go round about the subject, but unless they give ample and well-chosen specimens of the author's writings, will convey no real knowledge of the literature itself.

Our Canadian "Manual of Homer for the English Student" should begin with a brief sketch of the civilization represented by the Homeric poems, best to be obtained from Grote's early volumes, and from Mr. Gladstone's works on Homer. A