

more effective means of moving men than are open to the poet, states the other side in this way :

Only a few the life stream's shore  
 With safe, unwandering feet explore,  
 Untired its movement bright attend,  
 Follow its windings to the end ;  
 Then from its brimming waves their eye  
 Drinks up delighted ecstasy,  
 And its deep-toned melodious voice  
 Forever makes their ear rejoice.  
 They speak ! the happiness divine  
 They feel runs o'er in every line ;  
 Its spell is round them like a shower,  
 It gives them pathos, gives them power.  
 No painter yet hath such a way,  
 And no musician made as they,  
 And gather'd on immortal knolls,  
 Such lovely flowers for cheering souls.  
 Beethoven, Raphael cannot reach  
 The charms which Homer, Shakespeare teach,  
 To these, to these their thankful race  
 Gives then the first, the fairest place ;  
 And brightest is their glory's sheen,  
 For greatest hath their labor been.

If I am not attaching too much importance to the esthetic value of literature, either in general or for the purposes of ministerial education, then it becomes a question of great practical importance how the subject is to be dealt with in order to secure the desired result. What should be aimed at is not to require the student during his preparatory course to master a wide extent of literature, but to put him in a position to carry on his own education in this direction after he enters on his life work. Carlyle's wise remark that the chief function of a university is to teach a man how to read, applies exactly to the study of literature for esthetic purposes. As in the case of composition, I close this part of the subject, and the whole discussion, with a few practical rules, which, I need hardly say, are not generally observed by teachers of English literature :—