

ideas of manhood, of truthfulness, of purity, of honour, of helpfulness, of lofty and abiding attainments. His students went forth with the fixed and resolute purpose to be something and to do something among their fellows. They felt the thrill of a restless ambition imparted from his pervasive and mighty influence, inspiring them to pursue high aims and to be willing to sacrifice selfish interests and passions in order to achieve those aims. Accordingly no school ever produced such men and so many of them in proportion to their numbers as did Arnold's. If only his mantle might fall upon all teachers, what a brood of youthful giants would soon spring up from our school districts!—*Christian at Work (U.S.A.)*.

FOR the first time in the history of education, the University of the City of New York—next week, Thursday evening—will confer pedagogical degrees. Fourteen graduates will receive the degree of Doctor of Pedagogy, and twelve the degree of Master of Pedagogy. It is a remarkable fact that the average age of the Doctor's class is over fifty years, all of whom have been faithful students of educational science for four years and amply earned the honourable distinction they will receive. It is safe to say that no class ever graduated from any university since time began, the average age of whose members is so old as this. The members of both of these classes are engaged in teaching, most of them being principals or heads of departments, in this and surrounding cities. Since the commencement of lectures on peda-

gogy, four years ago, more than five hundred teachers have been in attendance; a school of pedagogy has been organized and endowed as a department of university work; a definite course of study marked out, a good library commenced, free text-books pledged and definite degrees promised. Now, for the first time, education is recognized as equal in professional rank to law, medicine and theology. Lectures are given five days each week at four p.m., and on Saturdays at ten a.m., thus accommodating those who are engaged in teaching. — *The School Journal (N.Y.)*.

THE LIBRARY.

Can freedom breathe if ignorance reign?
Shall commerce thrive where anarchy rule?
Will faith her half-fledged brood retain,
If darkening counsels cloud the school?

Let in the light! From every age
Some gleams of garnered wisdom pour,
And fixed on thought's electric page,
Wait all their radiance to restore.

Let in the light! In diamond mine
New gems invite the hand that delves;
So learning's treasured jewels shine,
Ranged on the alcove's ordered shelves.

From history's scroll the splendour streams,
From science leaps the living ray;
Flashed from the poet's glowing dreams
The opal fires of fancy play.

Let in the light! These windowed walls
Shall brook no shadowing colonnades;
But day shall flood the silent halls
Till o'er yon hill the sunset fades.

Behind the ever-open gate
No pike shall fence a crumbling throne,
No lackeys cringe, no courtiers wait—
The palace is the people's own!

—*Oliver Wendell Holmes.*