fitful fever," "To lie in *cold obstruction* and to rot," "*Flatter* the mountain tops with sovran eye;" or in Romeo's words to Juliet's corpse,—

> "Thou art not conquered; beauty's ensign yet
> Is crimson in thy lips and in thy cheeks,
> And Death's pale flag is not advanced there."

A *perfect* style can be altered only for the worse; and no one can have reached a right appreciation of the best in style until he has become fully convinced of this its quality of essential untranslatableness. Chemists tell us that the diamond and charcoal are composed of precisely the same chemical elements; but the unknown nexus is different. We can turn diamonds into charcoal, but the process is not a profitable one; it would be if we could turn charcoal into diamonds. You have, In Paraphrasing, the words; but the words are but a *caput mortuum*, the soul is gone.

> "Dann hat er die Theile in seiner Hand,
> Fehlt, leider! nur das geistige Band.
> *Encheiresin Naturæ* nennt's die Chemie,
> Spottet ihrer selbst und weiss nicht wie."

A house is built of bricks; but the house is not the bricks. There is the design, the construction, and fifty other things. When the living bond is broken, the parts only corrupt; and these paraphrastic compositions are as offensive to the mind as a decaying body is to the senses.

But, after all, it is easy to criticise. True and honest criticism, however, always presupposes the existence in the mind of the critic of a better plan or system than the one criticised; just as it is the new leaf on the tree that pushes off the old and dead one. Allow me, then, very shortly to indicate what kind of studies in English may well take the place of those which I have been trying to show the faults of.

I do not think the following programme would be unreasonable or burdensome. I propose, then, that all pupils should, before leaving school, learn:—

I. The History of the Language. And in this would be included—
   (*a*) Grammar, and
   (*b*) Etymology.

II. To write English (Composition).

III. Certain parts of English Literature. And this would include
   (*a*) The History of the Literature.
   (*b*) Examination of passages.
   (*c*) Learning by heart.

And I beg to be allowed to make a few remarks upon each of these heads.—*Educational Times.*

(*To be concluded in our next.*)

Information for the People on Education.

Perhaps there is no fact in the course of a teacher's career that is borne in upon him by more irresistible evidence than the amazing ignorance of the vast mass of the public in regard to the nature, method, and objects, of education; and this ignorance is characteristic, not merely of the lower classes, but of the higher classes as well. It is plain that only a very few have deliberately thought on the nature of education. The rest content with floating notions on the subject, are carried away by the most absurd opinions, and often sacrifice the best interests of their children to a whim or fancy of the moment. And the worst of all this ignorance, and the surest sign of its deep rootedness is, the circumstance that all the time people imagine they know very well about education; that, in fact, they are not only able to judge of its nature, but to reform existing methods. Several public men, who know nothing about methods of education, are liberal in giving their opinions on them, and, indeed, some of them have expressed their decided opinion that, if they were just to turn teachers for a year or two, they could perform such wonders in the teaching way as the world has never seen yet.

What is the cure for all this? This is a question which ought to engage the attention of all those who have the interests of true education really at heart. There is no use in this country of agitating for a thorough system of education, if the public cannot be carried along with us. Nay, there is comparatively little use in establishing the best methods of education in schools, for the public will not care for a sound education. They will rather, in their present state, trust to show and gentle delusions. Before education can be effectively given, we must have the sympathy of the parents. And it is worth while to consider for a moment what can be done in this direction.

Now, first, every teacher can be a missionary in this cause. Let him carefully study the subject of education in all its aspects, and let him, whenever opportunity occurs, speak out his mind boldly notwithstanding the prejudices which he may have to encounter.

In the second place, the establishment of special faculties of education in our universities would tend to spread just views of education, not only among teachers, but among all educated men. The existence amongst us of men specially devoted to investigations into the nature, methods, and aims of education, would be of itself calculated to attract attention to the subject, and these men might powerfully influence the whole current of British thought on the subject. And those who attend universities might find it of advantage to listen to a course of lectures on education, even though they had no intentions of being teachers.

And, lastly, we must work with might and main for the better education of women. Mothers exercise a very powerful influence on the destiny of schools. This influence is not always for the best. They have not been trained to appreciate a sound education. They scarcely know what it is. They merely wish their sons to be dealt with gently; and he who flatters their tender feelings, though it be at the expense of the best interests of their children, will in all likelihood have their sympathy and support. The higher education of women is closely connected with the higher education of men; and if better means were provided for the thorough intellectual discipline of women's minds, we should find a very great change for the better in the training of the other sex.—*Museum.*

SCIENCE.

BIOLOGY.

DISINFECTANTS. (1)

Dr. Letheby, Health Officer of the city of London, has recently made the following report

The several disinfectants which I have largely tested are the following:—

1. Chlorine gas.
2. Chloride of lime.
3. Carbolate of lime.
4. Carbolic acid.
5. Chloride of zinc (Sir William Burnett's fluid).
6. Chloride of iron.
7. Permanganate of potash (Condy's liquid).
8. Animal charcoal.

Each of these disinfectants has its own particular value, and may be used on certain occasions in preference to any of the others. Thus:—

1. *Chlorine Gas*, being a very diffusive body, is best suited for the disinfection of places which cannot easily be reached by

(1) This is a most important article but more particularly at *this* season.