

we are now in advance of the Mother country, and if I may judge from examination papers I have seen, we are also in advance of our neighbors to the south. That Canadian Universities are at last beginning to recognise the importance of English studies, is evident from the fact that Chairs of English have been established in most of them. There are, however, prejudices and indifference yet to be overcome. English is still suing *in formâ pauperis* in some quarters, and in others the study of English prose is regarded as too childish for advanced students; it is thought to be milk for babes, not meat for strong men. Judging by the schedule of marks in the curriculum of the Provincial University the value of English is supposed to be two-thirds of that of Greek or Latin. English is not yet required in all the years of our University courses. Right aims in teaching and examining do not prevail everywhere, and the value of the study of English as a mental discipline as well as a means of intellectual enjoyment is not yet fully appreciated.

In the course of this review, I have frequently alluded to the commanding position long held by Latin in our curricula, not in any spirit of hostility to that language, however, but because Latin may fairly be regarded as the stranger who has kept the rightful heir from his inheritance. The lack of attention given to the study of English in the past may, in our own country at least, be pretty accurately gauged by the amount of time wasted in writing Latin verse, and in mythological and other excursions not necessary to the legitimate study of the language. I should be sorry to see the study of Latin become neglected in our schools, and I regret that owing to the pressure of modern subjects it has been found necessary to place Greek among the optional studies. I recognize the importance of Latin as an aid to the historical study of our language, but I do not consider a knowledge of Latin or of any other language, living or dead, necessary for English students, in order that they may obtain a complete grasp of their Mother tongue as a living instrument of thought, and be enabled to use it with correctness, gracefulness and ease.

I must not leave unmentioned another important reason why English has so long been a neglected study. At first blush the statement may seem strange, but it is nevertheless true that English is a difficult subject to teach, when it is taught properly. We may try to content ourselves with the weary task of studying the accents, the aorist, the dative case, and other dry bones of the dead languages, or we may, with higher aims, be able to put ourselves in sympathy with the mind and spirit of the great men of past ages, so that the bones may come together, and the sinews and the flesh come upon them, and the skin cover them above, but there will not be, and there never can be, any breath in them. But the English Language is a living body, ever growing, ever developing, ever assuming new forms of beauty and power, and the man who wishes to use it properly, and who aims at unfolding to his pupils its structure, its idioms, its beauties and its powers, must get inspiration from a close sympathetic study of the best English writings, and not from books about English. Homer and Virgil were better suited to the mental digestion of the ancients, and touched them more closely than our modern writers could have done, but the best intellectual food for people of English speech is to be found in Shakespeare, Milton, Wordsworth, Tennyson. It may be said that the treasures to be found in these authors are accessible to our people without special preparation, but if our schools neglect to give their students a glimpse of these treasures, or to foster a desire to enjoy them, Shakespeare will be a sealed book as completely as Homer.

Take whatever view of education we may, whether we regard it as the developing and cultivating of the moral nature and the intellectual faculties, or whether we make it include all that is necessary to fit a man for his life work, one thing is certain, that for the complete equipment of every person whose Mother tongue is English a ready command of the English language, and a loving acquaintance with English literature are indispensable.

"I would rather," said Dr. Arnold, "that a son of mine believed that the sun went around the earth than that he should be entirely deficient in knowledge of beauty, of poetry and of moral truth." Which of us would not agree with him? Literature is the great humanizer, it is the *humanitas* of

Cicero, the mental cultivation that develops perfect manliness. The science of one generation may be superseded by the science of another, the astronomy of one age becomes the astrology of the next, the simple substances of to-day may to-morrow be resolved into yet simpler elements; but true literary work is immortal. Great writers succeed, they do not supersede, one another. Virgil did not dethrone Homer, nor did Milton dethrone either of them. The makers of a nation's literature may well adopt the language of Horace, "*Exegi monumentum ære perennius*," and none can use this language with more fitness than those who have given us a body of literature surpassing in its compass, in its wonderful variety, and in its loftiness of flight, any other literature, either of the ancient or of the modern world. The student who gives himself up to the enjoyment of literary studies, whose mind is trained to receive the impressions of surpassing beauty which are reflected from them, will discover that what Cicero said of the liberal culture of his time may be said with even more force of English literature: "*Hæc studia a'olescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solatium præbent, delectant domi, non impediunt foras, pernoctant nobiscum, peregrinantur, rusticantur.*"

He who is master of the English language possesses an instrument of culture sufficient in itself, for he holds the key that unlocks all the treasures of wisdom and learning enshrined in all other languages, either ancient or modern. He speaks a language that rivals all others in richness and strength, and even in the possession of those peculiar characteristics that constitute the chief distinctions of other languages, a language that is in the full vigor of manhood, and becoming more vigorous every day, a language so wide-spread in its influence, and so necessary for the world's intercourse in commerce and diplomacy, that it seems destined to become the universal language of mankind.

* Hints and Helps. *

SCHOOL ROOM CULTURE.

FOLLOWING is the substance of the address given by Mr. H. F. McDiarmid, in connection with an exercise before the Oxford Teachers' Association, to which we referred in a former number:

Culture is the properly acquired power to do and to enjoy—(the two elements of every true life). True power is the ability to do efficiently and to enjoy fully, and the desire for it should be universal. Culture is measured by its effectiveness as exhibited in its results upon its possessor and upon others—positively, in moulding, in directing, in strengthening or intensifying, and in expanding, the good to be found in those brought under its influence; negatively, in eliminating and avoiding destructive and weakening tendencies and habits by exciting a persistent self-activity towards overcoming or escaping them. In these respects the teacher has ample scope for the exercise of the highest culture both towards himself and his pupils.

Culture, (or power) is produced by the harmonious and interdependent exercise of the moral, intellectual and physical faculties. Knowledge is never power, but the obtaining of knowledge by such an exercise of all our faculties will develop power. The successful ditcher is infinitely the superior of the useless M.A. or LL.D. because his power has been properly acquired and is effective in its results. In this analysis the moral faculties are not placed first because most important; all faculties are equally important, but the teacher must, if he would mould character successfully, be constantly watchful of the lesser evil tendencies of his pupils. Why so many cultured villains and "moral lepers" in society, in politics and religion? Is it not because of the failure of those responsible for the culture of the young to duly appreciate the importance of eternal vigilance in securing symmetrical growth of all the faculties?

The active agents in the production of Culture are:—The teacher, the pupil, the pupil's surroundings and associations, his studies, books and nature; and just to the extent to which these influences are what they should be will the culture be true culture. If the tendency of any of these be downward we must buckle on our armour and

stand the more firmly to our posts. The tendency of the pupil's studies is often not good. There is too much studying for examinations. The spirit of unholy rivalry among many of our teachers is destroying their usefulness. Many teach as though the development of true manhood and womanhood in their pupils was no part of their duty. All such should give place to those having a higher estimate of their noble calling.

Some of the necessary equipments of the teacher are:—A true ideal of his work, (he who has such will be constantly sitting at the feet of Him who taught as man never taught), heart power, will-power, mind power, enthusiasm and a realization of the scope and effects of the judicious exercise of these powers. The ideal teacher has a clear head, a willing hand and an earnest heart, and he will beget them in his pupils. The teacher's duty is to cultivate in himself and his pupils true soul and mind qualities—love of the true and the good; a charitable, unselfish and philanthropic spirit; a judicial spirit (a power to discriminate between right and wrong, truth and error); a fearlessness in right; a fearfulness and hatred of wrong; the power of independent reflection; originality; self-reliance; research; concentration; thoroughness; with constant attention to the language faculty, the medium through which the various powers find expression. The lesson which does not cultivate the power to express thought clearly and effectively is lacking in one of its most vital elements, and must, of necessity, possess an element destructive of human culture. The wide-awake, intelligent teacher finds daily, if not hourly, opportunity for calling these mind and soul qualities into activity. The pupil must be made to feel that he is the greatest human agent in his own moral, physical and intellectual advancement, the teacher, though guiding, taking at best a second place in this great work.

Some obstacles in the teacher's way are, evil home and street influences, evil literature, a too extended limit, a false estimate of the teacher's success and the unhealthy rivalry that too often accompanies it. To the teacher of resource, who is stimulated by a true estimate of his work, these will not prove insurmountable barriers. They will, on the contrary, cause him to seek and find a constantly increasing equipment. Every honest teacher will, notwithstanding the unjust tests too often applied to his work, do his utmost towards building up his community in all that tends to make humanity better and wiser and, therefore, stronger for life and its duties.

THAT PARSING GRIND.

ONE of the assistant superintendents of Chicago is reported to have complained at the recent Principals' meeting that as they expel the old parsing grind, bag and baggage, from the grammar grade, it enters, like an evil spirit, into the primary grades. Such requirements as the following are said to be of daily occurrence:—"Write out a list of all the nouns in such a paragraph, or all the verbs, or the adjectives, or the nouns in the third person, or in the plural number, or verbs in the present tense, and the like." This may be unprofitable business for the primary grades in which it is required. That depends. But if it is included in the "bag and baggage" of grammar that is being driven from the grammar grades, then, in the interest of sound education, we enter our protest. Of course, teachers can make a fetish of parsing as they can of manual training or of any other good thing. But he who affirms that a careful and thoughtful classification of the words in sentences, such as these requirements suggest, is not of educational value, both for discipline and for knowledge of the language, is certainly mistaken. What is wanted is not less teaching of grammar, but more. Instead of expelling the subject from the schools, let us improve the teaching of it. It is the easiest way to get rid of a troublesome thing to expel it, but it is sometimes a disastrously expensive way. Exorcise the demons. That is right. But let the angels stay. When shall we learn to take a judicial view of educational practices, and save the good that is in them, while we discard the bad?—*The Public School Journal*.

MERE dandies are but cut flowers in a bouquet—once faded, they can never re-blossom. In the drawing-room, as everywhere else, mind, in the long run, prevails.—*Lord Edward Lytton*.