

received from the press a first rough proof of a sheet of this work abounding in words taken from a great many languages, in which not a single printer's error occurred of any kind whatever; and many others in which the errors were very trivial and unimportant, and seldom extended to the actual spelling.

A single glance at any page of the Dictionary will suffice to show that this is a very high tribute both to Prof. Skeat's calligraphy and to the skill of the printers into whose hands his copy fell. But there is a lesson in his remark which contributes to journals and writers of books have much need to learn. Illegible writing is always inexcusable but it is never more so than when it is intended for the printer. It is hardly necessary to add in the case of a book printed at the Oxford Clarendon Press that it is a marvel of typography.

One cannot help regretting after perusing such a work as this that so little attention is paid in Canadian colleges to the study of the English language. Not even the best works on the subject are specified in the curriculums, and the amount of time and attention bestowed upon the language and its literature are a mere fraction of those bestowed on Latin and Greek. It is to be hoped that the time is near at hand when, at least in University College and Toronto University, English will take its proper position as one of the most important languages in the world whether for educational or for philological purposes. The more generally such books as Skeat's Dictionary come into use the more widespread will be the dissatisfaction with the modes of studying English at present in vogue in Canada.

### DR. CRAMP.

Early in June interesting services were held at Acadia College, Nova Scotia, in memory of the late head of the college, Rev. Dr. Cramp. Among the addresses delivered on that occasion the only one published in *extenso*, is that of Dr. Rand, Superintendent of Education for New Brunswick. From that address the following passages are quoted, partly because they convey a vivid impression of the deceased teacher, and partly because of the valuable principles which Dr. Rand himself lay down:—

When Dr. Cramp came to Acadia, there were few students at the College. With the aid of Professor Chipman, he carried on the arts department and the department of theology. His was a courageous undertaking; but the following summer Professor Chipman and four students of promise were suddenly removed by the appalling disaster in yonder Basin. That was an overwhelming event to Dr. Cramp, but his brave heart rose above it, and his trust in God inspired him to do great things for the salvation of the college. During this period of intensified trial his labours were prodigious, disclosing a depth of resource, a breadth of attainment and a range of acquisition which were fortunate indeed for the future of this institution. At one time or another, he here taught Latin, Greek, history, mental philosophy, moral philosophy, evidences of Christianity, rhetoric, logic, political economy and geology, besides the various branches of the theological department, including Hebrew and Greek exegesis; and he was almost equally successful as a teacher in each of these subjects.

As I call up before me the every-day contact of students with him in college work, I feel afresh the inspiration of his intense personality. Dignified in mien and bearing, with an eye to command, his presence in the lecture room was stimulating in a high degree. Every student instantly recognized in him a man of original force, and skilled equipment. In his teaching, all truth rested on facts, and reputed facts must be verified before serving as a ground of induction. He taught that lesson with as much persistency as the leaders in modern physics, but unlike many of them, he set his face steadfastly against every phase of mere speculative knowledge. Clearness and realness were essentials with him. The over-wise student found himself put suddenly and severely on the defensive, and felt the thrust of a Damascus blade. He had a rare gift, which he used in a rare way, of humbling self-conceit and giving pride a fall. He made his students feel the immense superiority of intellectual honesty to intellectual power. Accuracy was demanded as a quality of prime importance. He believed, with Arthur Helps, that the man who is to succeed must have an almost ignominious love of details. His own knowledge was wonderfully minute and exact, and once acquired seemed to be always at the command of his will. His extraordinary memory was his right arm in the presence of his class. His criticisms and comments were keen and incisive, clearing error to the bone with the inevitableness of fate. His students were made alive to the truth that correspondence be-

tween the thing thought, the thing done and the things said, is a test of a consistent and noble type of life. Every recitation was a discipline in veracity, in careful statement, in thinking before speaking. Desultory reading was seen to be of little avail, and wide reading—that it tended to confusion unless care was had to read first the latest standard works in any department of knowledge. There was always a breezy and stimulating freshness in the atmosphere of his lecture room. It was no cloister dim. The shouting from the fields of victory in the outside world, whether of peace or war, resounded within its doors, and were turned to swift account in animating the facts of history, in which he was so deeply and accurately versed, or in giving vividness or reality to some practical truth of science or philosophy. It was his practice to use the latest discoveries of science for the purpose of emphasizing the limitations of existing knowledge, and the vastness of the domains awaiting exploration. He kept the windows of his lecture room wide open to the world of action, and trained his students to share in thought and feeling, the struggles of the men of his age the world over in establishing or defending the principles of political or religious liberty. As an extreme illustration of the freedom with which he handled before his classes subjects which were not set down in the printed course, but which he knew were really there, I may instance his exhibition of righteous indignation when the facts in connection with the so called Jamaica Rebellion were laid before the world. Rising in the lecture-room (to the stature of a giant, as it seemed), the lightning flashing from his eyes, he denounced the hanging of men, the flogging of women, and the burning of houses, as the acts of a weak and cowardly tyrant who was a shocking disgrace to the English name and worthy of death. It was nothing to him that Kingsley, Tennyson, Ruskin and Carlyle lent the weight of their great names in defence of Governor Eyre. The inviolable rights of citizens of the empire, and the rights of humanity itself, had been outraged. It was therefore, he said, of concern to the students of Acadia, and demanded their execration. Intelligent, but downright hatred of oppression and tyranny, in every form and in every clime, and glowing yet intelligent sympathy with freedom and constitutional liberty, were aims most surely accomplished by him in all his students. A loyal Englishman himself, his students learned from him the force and power of a discriminating and ardent Christian patriotism. They not only gathered new love for their native land, but felt the noble reverence of his spirit for the institutions of England—reverence not so much for any special forms which they had assumed, as that their existence testified historically to the courage, endurance and moral stamina of the race, and thus gave assurance of stability and progress in personal liberty and free government. By means such as these, he sought to lift his students out of the isolation and poverty of mere provincial life and enrich and ennoble them by a consciousness of vital relations as wide as humanity. Within the range of my experience, his educative force in this direction was unique, and altogether remarkable and immeasurable.

Associated with the earnestness of which I have spoken, and penetrating it through and through, was the not less striking characteristic of his cheerfulness. He was habitually cheerful, and his spirit, like that of all earnest souls, was contagious. The discontented, gloomy student was lifted out of himself by the buoyancy and stimulating quality of Dr. Cramp's animal spirits. There was perpetual sunshine in him, whose warmth revealed the singular youthfulness of his sympathies. Students divined at a glance, and proved through long years the correctness of their first impression, that he had never lost the boy's heart. His freshness and spontaneity; his interest in comparative trifles when these were of interest or profit to his students; his swift transition from mirthfulness to gravity; his purity of heart; his gentleness and tenderness—these and such as these, so obvious to all, and so perennial in their manifestation, attested the childlike nature which dwelt at the very centre of his being. Everyone who knew him as a teacher will say that he was, of all men, a stranger to

The hardening of the heart, that brings  
Irreverence for the dreams of youth.

In college discipline Dr. Cramp was considerate, but firm and decided. He knew well the virtue of Arnold's maxim, "A teacher must not see everything." He expected, and secured in a very high degree, the conduct of Christian gentlemen on the part of all. He largely relied on healthy activity, manliness, the sense of honour, and the sense of moral obligation. He desired to train every student not merely to obey when the pressure of authority was upon him, but also to use freedom aright when he became a law unto himself.