

with the earliest stages of the study of English which I ask you to consider. And I ask this not merely for the sake of Latin and French, but mainly for the sake of the more advanced study of English itself; and I would remind you that I am supposing the method indicated to be accompanied by a carefully graduated and liberal study of simple English literature *as literature*, that is, as the refined and skilled expression of thought and feeling. The method I have suggested does not clash with this; on the contrary, it supplements and supports the study of literature in a way in which mere codified grammar learnt by heart never can. And let me add that to a large extent I would continue the same inductive method for the first steps of Latin or French. There is one grave reason for considering this matter of the teaching of English which I would not have you ignore. In the coming organization of secondary education there will certainly be some severe battles over the curricula of our schools, and any subject which cannot justify itself as distinctly educative is likely to fare badly. There are many signs of special danger in the case of English. Badly as it has always fared, it may fare worse, or be entirely excluded if it cannot justify its place. And I for one would lift no voice in favor of English grammar taught in the ordinary dogmatic way. Even while writing this I have received a pamphlet which is being circulated in Manchester and elsewhere, urging, amongst other things, the exclusion of English grammar from elementary schools as bewildering, wearisome, and unprofitable. There is but one answer to the plea, and that is: Let the subject be taught differently, so that it may be truly educative, or let it go. In any case we may have to let it go in order to secure a place for a true study of English literature. But

before deciding let us once more think over the matter. Let us cease to call grammar the art of speaking and writing correctly, and to appear to claim that by setting boys and girls to learn up a grammar book we shall teach them to speak and write good English. This last comes not by grammar, but by the study of good literature, and by association with those who themselves speak good English. When, to use Hoole's expression, our boys have got "some footing in the language," then formal grammar will help them to summarize, arrange, and codify that with which they are already informally acquainted. Till then it is liable to be but little better than a cause of bewilderment and sorrow.

* The whole matter is more fully treated in a lecture I delivered before the College in June, 1885, and in a little shilling book called "English Grammar for Beginners," published by Kegan Paul & Co.

† Perhaps next year I may speak to you more fully on the best way, or one of the best ways, of beginning Latin.

‡ English as the beginning of the teaching of language, with some reference to Latin.—*Educational Times*."

"STERLING."

Why is the English pound called a pound sterling? Why is the word "sterling" stamped on silverware? A newspaper tells as follows: "Among the early minters of coin in northern Europe were the dwellers of eastern Germany. They were so skilful in their calling that numbers of them were invited to England to manufacture the metal money of the kingdom. These strangers were known as 'east-erlings.' After a time the word became 'sterling,' and in this abbreviated form it has come to imply what is genuine in money, plate or character."