

except for philological purposes. They are pernicious as stylists, but almost as good as Beowulf as subjects for the dissecting table. We have outgrown the fetishes of Milton and Byron. Hurrah for Fennyson and his carpet knights!"

Such is their mad cry. Such is their frenzy for all kinds of childish or senile extravagance. They *will* have the latest doggerel of Crockett or Daudet. They would bury Shakespeare if they dared—the giant in whom the spirit of Sophocles grew to nobler proportions. As for Dante, he ought to be consigned to his own Infernos, who almost attributed divinity to Virgil. But Shakespeare and Dante are too strong for them yet.

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A more sober set of educationists, siding with neither the rabid classicists who would have everybody plunged into Greek at an early age, nor their equally rabid antagonists, advocate the use of good translations from such simple authors as Homer and Virgil in the literary course of secondary schools. It is argued that just as Greek sculpture is the ultimate model of all our modern work, and no student of sculpture would now think of omitting a study of Greek art, so Greek literature, at any rate through translations, should help to form the best taste and style in English composition, and correct, especially in this age of strange extravagances, the tendency to stray from the path which is the golden mean.

In the Hungarian Gymnasia these translations have been successfully employed. It is found that their simplicity of thought and style, at once manly and childlike, makes

the Greek authors excellent means of instructing children in the fundamental principles of life and morals, besides stimulating their imagination in a wholesome way and giving them a large store of historical and sociological information. Some American schools are now adopting the same plan. If Ontario schools should follow them, the sobriety, wholesomeness and simplicity of Greek authors might prove the very best foundation for an intelligent appreciation of our own more complex, more difficult literature, as well as the simplest criterion for measuring the beauty and worth of the countless works that appear among us every day. To quote Rosenkranz, "The proper classical works for youth are those which nations have produced in the childhood of their culture. These works bring children face to face with the picture of the world which the human mind has sketched for itself in one of the necessary stages of its development. This is the real reason why our children never weary of reading Homer and the stories of the Old Testament."

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THE Editors would like to rectify a mistake made in last issue. Among the officers of the Literary Society Mr. R. J. McIntosh should have figured as Second Vice President. Mr. Dobbie is one of the Councillors.

Those two or three veterans who got caught in the mill last year through various accidents, are just now oracles in high repute on the subject of exams. They are like Nestor, living on in a new age of pigmies. May the exams dwindle, any way, from their ancient grandeur.