

cracked; the corners bent and battered; the paper and print made dingy by dust and smoke; the pages at certain difficult places fingered and thumbed, and frayed at the edge; and retaining still the pencillings and pen-scrawls of former possessors.

I would premise also at once that although I have found the collection as a whole such as must now be designated a little antique, if not antiquated, I have not found it, in respect to its contents, in any way despicable. If the books in question now and then shew narrowness, they do but so far reflect the era in which they originated, which was necessarily circumscribed in its view of the sciences and its recognition of the real scope of education. I am pleased to confess that I have discovered in them points of excellence which were veiled from my perception in the days of inexperience. Taken severally, they are most sterling in substance and quite effective so far as they go. Perhaps their chief defects are unattractiveness in form, and a too sternly exacted employment of a language not yet sufficiently understood to be a vehicle of instruction—two particulars that could not fail to be stumbling blocks to the young in the path of learning.

I shall begin with a genuine typical school-book, Lily's Latin Grammar, a work dating back to the early part of the sixteenth century. King Henry the Eighth, in his zeal for centralization and uniformity made a decree about the year 1543, that Lily's Grammar should be the one universal Latin Grammar for the realm of England; "that so" as the merry old Church historian, Fuller, observes, "youths though changing their schoolmasters, might keep their learning," there having been previously in England, as elsewhere, a great variety of conflicting grammars, which begot confusion and obstructions in the working of schools. Through the prestige thus

acquired, Lily's Grammar maintained its ground down to a late period. Even in this section of Canada Lily's Grammar was in vogue during a portion of my boyhood, but it was soon displaced by the Eton Latin Grammar, which itself is an outcome of Lily. In New England, too, it was substantially Lily's Latin system that was introduced by the many learned, not to say pedantic, scholars, such as the Mathers and others, who migrated thither from England; and where it was confirmed and maintained by the usages established at Harvard College, as we may gather from the *Magnalia*, and elsewhere. In Virginia also the same thing took place, through William and Mary College in that quarter, in 1692. The same thing took place in Barbadoes also, and the British West India Islands, at the later period; and in New Zealand, likewise, Australia and Ceylon, and other parts of India in quite recent times, through the emigration to those parts of English University men, and the setting up of schools and colleges, all of them more or less tinged, in their textbooks and uses, from the scholastic springs and fountains of the old mother-land. So that what Erasmus predicted of Lily's school has curiously come true, principally through his grammar. In a set of Sapphic stanzas composed on the opening of Lily's school in 1512, Erasmus spoke of it as a tree from which would spring a fruitful forest of other trees to the adornment of "the whole Orb of the English world," little realizing indeed at the moment what in the future would be the wide-reaching significance of such an expression. The words of Erasmus were:

"Ludus hic sylvæ pariet futuræ
Semina; hinc dives nemus undequaque
Densius surgens decorabit Anglum
Latius Orbem."

Though bearing the name of Lily,