

of education has broken up after holding a great number of sittings and passing several resolutions, the most important of which was that primary education should be gratuitous and compulsory, and that manual labor should be taught in all primary schools. The Froebel method of teaching was recommended for use in all infant schools; but a resolution in favor of allowing women to become candidates as teachers in the higher schools was rejected. Spain is still a long way behind most other European countries in regard to education, but it appears from some statistics referred to during the Congress that the number of primary schools has increased from 24,000 to 29,000 within the last two-and-twenty years; but there are still many villages without a school of any kind, and others in which the school buildings are unsuitable for the purpose. The teachers are badly and unpunctually paid, and the consequence is that they are, as a rule, very unfit for their posts. The Minister of Public Works intends to bring in a Bill enabling the Government to take over the primary schools and provide the funds for them.—*The Schoolmaster*.

*The Papal name, Sixtus.*—Prof. P. de Lagarde has published in the *Nachrichten* of the Göttingen Royal Academy of Sciences a note upon the etymology of "Sixtus," the name of so many Popes. It is not another form of *sextus*, as might be rashly conjectured. It is derived from the Latin *xystos*, Greek *ξυστος* = "a portico," which is itself so-called from its smooth and polished floor. In Italian, *xystos* naturally became *sisto*, which was again Latinised as Sixtus.—*The Academy*.

*Bentley's Place among Classical Critics.*—The place of Bentley in literature primarily depends on the fact that he represents England, among a few great scholars of various countries, who helped to restore classical learning in Europe. Nor is he merely one among them; he is one with whom an epoch begins. Erasmus marks the highest point reached in the sixteenth century by the genial study of antiquity on its literary side. Scaliger expresses the effort, at once erudite and artistic, to comprehend antiquity as a whole in the light of verified history. Casaubon embodies the devoted endeavour to comprehend ancient society in the light of its recorded manners, without irradiating or disturbing the effect by any play of personal thought or feeling. With Bentley, that large conception of antiquity on the 'real' side is still present, but as a condition tacitly presupposed, not as the evident guide of his immediate task. He feels the greatness of his predecessors as it could be felt only by their peer, but sees that the very foundations on which they built the classical books themselves must be rendered sound, if the edifice is to be upheld or completed. He does not disparage that 'higher' criticism in which his own powers were so signally proved; rather, his object is to establish it firmly on the only basis which can securely support it, the basis of ascertained texts.—*Prof. Jebb's Life of Bentley*.