

teacher is that he should keep constantly in mind that he has one definite object before him, namely, to develop and train the intellectual powers of his students in the best way and to give them such knowledge as they most need, and as will be most helpful to them. His own good sense and tact and judgment, aided by his experience and his observation of the actual methods of other teachers, will guide him better than the most elaborate and the soundest theories. Not but that sound theories, founded upon the facts of human nature and of the constitution of the human mind, and confirmed or corrected by the experience of teachers in all ages, are very valuable, and should be studied by every teacher

so far as he has the opportunity. But sturdy common sense, quick intelligence, and a sympathizing heart are alone worth more than all the formal rules of pedagogical science without them. Let the teacher remember, moreover, that his true success will be measured not merely by the interesting character of his recitations (although a good teacher will generally, or at least often, make his recitations very interesting), not merely by the reputation he wins for ability and skill, but by the net result of what is carried away from his school by his scholars; first, in mental discipline, training and development, and, secondly, in useful knowledge thoroughly comprehended and permanently retained.—*The Student.*

A BOY'S BOOKS, THEN AND NOW—XI.

BY HENRY SCADDING, D.D., TORONTO.

(Continued from p. 113.)

3. *English: (a) Florio's "World of Words."*

I AM now to speak of the early English Dictionaries in this collection. I hope to be brief with them, confining myself, as before, chiefly to the humours of their compilers as displayed in their Title-pages, Dedications, and Prefaces; at the same time not omitting a few specimens of their definitions, orthography, and so on.

I am tempted here to notice John Florio's "World of Words," a copy of which, dated 1598, has by some chance found its way hither. Although this work was intended, in the first instance, to be simply an Italian-English Dictionary, it has acquired a place in the history of our English speech. It is often quoted as being a rather full repertory of the English of the Shakspeare period. "For

English gentle-menne," Florio himself says in his Preface, "methinks it must needes be a pleasure to them to see so rich a toong [as the Italian] outwide by their mother-speech, as by the manie-folde Englishes of manie wordes in this is manifeste." (In 1657, a nephew of Milton's, Edward Phillips, published a "General English Dictionary," under the title of "A New World of Words," with direct allusion probably to Florio's book.) When the volume now before us was "imprinted at London by Arnold Hatfield," and offered for sale by Edward Blunt, "at his shop over against the great north dore of Paules Church," Florio himself, doubtless, might still often be seen exploring the contents of Mr. Blunt's shelves. The "World of Words" was dedicated by the compiler to "Roger, Earle of Rutland,