

much the knowledge they already have will do. The few sentences in which Tyndall describes how he taught Euclid are, I believe, about the most precious words that a teacher could read. They should be written in gold. What is the aim of our boys' everyday Euclid and Latin but the cultivation of this "self-power?"

Coming to the stage of good translation I have but one thing to say. Treat the authors *as though* you were reading them entirely for their beauty and their subject matter. This will give a reality to your work, the results of which go out into life, and permanently affect the intellectual temper. The more anxious one is to exact a keen and accurate knowledge of the language itself, the more force will this method assume in his hands. That air of warm, living interest in the authors themselves and their works, for their own sakes, is a revelation where it comes. Our boys should feel continually that they are surrounded by an atmosphere of truth-seeking. I have one more suggestion to make, and I make it with the feeling

that it may come as a "third wave of woe." It is that we should burn our boats behind us and request the universities to make pass matriculation in Latin and Greek, the ability to translate Cæsar and Xenophon at sight (with, of course, grammar and prose). There should be no authors set except for honours. Classics would then begin to have a genuine educational effect.

Such then are what I conceive to be the objects and the true method of the study of classics. I could wish that what I have said were worthy of the importance of the subject. In our own teaching days how greatly has the study changed! Latin and Greek verse has been consigned to the Limbo of vanities. If we succeed in avoiding certain other dangerous tendencies in the study of literature in general, and by patient observation and collation of experience, develop more and more perfect methods, classics will be not that "safe and elegant imbecility" of Dean Swift's sneer, but, in union with our own literature, form the permanent foundation of humanistic culture.

NOTES FOR TEACHERS.

In urging the advantages of the extension of university teaching, Mr. John Morley had a word to say about teachers. After eulogizing the abilities of many of the working men he continued:—"There is one, other class, and a most important class, to whom I think this movement is likely to bring enormous advantage, and a class of whom we do not hear enough, and to whom, as I think, we do not as yet pay attention enough—I mean the teachers in the elementary schools. I do not know whether I am speaking in the presence of any of this class, but I believe that those who are best

acquainted with their wants and requirements think that there is in the system under which they are now trained a certain narrowness, a certain tendency to the mechanical, which it is in the highest degree desirable to remedy and to improve. We constantly hear from educational reformers in Parliament and out that the provision for the teachers in elementary schools is not what could be desired. Now the educational controversy is a very essential one, and there are many difficulties connected with it; but I believe that all of us, whatever view we may entertain of the