

line in which it occurs and to that of the next—rhythms, that are typical of the poem. Notice, too, the Latinity of the third line the only possible translation of which is “kind friend to the whole of his race,” a piece of Latin which is illustrated by “patriæ” in line 3 of the poem, and by “mala acerba” in line 12.

Some one will perhaps ask us, what we are making all this fuss about, and what right we have to expect the editor of an Educational journal to be a classical scholar? We acknowledge that when a writer in the *New York Nation* (No. 879) singles out Emerson’s forcibly feeble mis-translation of “præfulgebant eo ipso quod non visebantur,” viz., “they glared through their absences” (instead of the much simpler translation “were conspicuous by their absence”) for especial praise, we have little right to expect classical scholarship in the editor of an Educational. We are also ready to allow that the absence of this qualification is probably compensated for by other qualifications much more to the purpose. But this is not exactly the point.

The facts we wish to draw attention to are: 1st, That an undergraduate of an University should have produced, as the result of his studies at school, a set of verses that would disgrace a fifth form boy in an English public school.

2nd, That a Professor of Latin Language and Literature, of state and institution unknown, should have singled these out and sent them, with all their imperfections on their head, for publication in an Educational Journal.

3rd, That the editor of this Journal, no less an one than the *New England Journal of Education*, published at Boston, the metropolis of learning on this continent, should have allowed these verses to pass into print, either owing to his own ignorance, or relying upon the ignorance of the teachers who subscribe to his Journal.

These facts taken together are of some importance. They show how much sham there is about the study of the classics upon this continent—we speak of course *generally*, without forgetting the existence of distinguished *individual* scholars like Dr. Goodwin of Harvard. The classics, it should be remembered, are a branch of study which, when mastered, is acknowledged to be of very small applicability to the affairs of life, and which requires much more time for the acquisition of a merely superficial knowledge than would be needed to acquire any two modern languages. Let our readers draw their own inference.

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