

inspiration in interpreting for us the great poets and the great movements of literature. His verses on Wordsworth, on Shelley, on Matthew Arnold, and on Burns are examples of what we mean. In those noble poems he brought many of us far nearer these mighty singers than we had ever yet approached, but before long the world will have an opportunity of seeing how he can interpret for his countrymen the splendid pageant of their past, and as the lightning calls hill and dale out of the darkness, call up for an instant the mighty dead of England. No, as long as States are made and unmade, and men in their communities grope and wander, asking for the light, so long

will the world need the poet's help. While there is anything to interpret and make clear to men who will act on what comes to them through their emotions but will remain cold to the mere teachings of reason, the poet and his art will survive. When we are all so coldly reasonable that we cannot be stirred by "Chevy Chase," then, but not till then, will the poet's occupation be gone. Meantime, let us remember that we lost America because we did not understand the feelings of the "native born," and thank heaven we have a poet-interpreter to help save us from another such treason to our race as that to which George III. and Lord North incited.—*The Spectator.*

NOTES FOR TEACHERS.

SCHOOL ENGLISH.—The Committee of the Overseers of Harvard College on Composition and Rhetoric have issued a second report on the lamentable ignorance of English which they still find in the compositions of those who are entering college. They have certainly justified their criticisms by the examples which they give, and any defense of the state of affairs would be useless. Two things are perfectly plain; first, the ignorance of English which is found in boys of 18 or 19, who are supposed to have had the best schooling which the country affords, is simply disgraceful; secondly, it is a pitiful waste of the resources of a great university to spend them in a vain attempt to teach English in college to persons who are so helplessly ignorant, for no teaching which a college has a right to give can be of the slightest use to them.

We come back to the oft-repeated truth—which is as stubborn as ever,

though few comprehend its deep significance—that our students come to college at an average age of 19, in most cases poorly prepared to pass an examination which schoolboys of 16 or 17 would easily pass in England, France, or Germany. These youths have generally spent the previous three or four years doing boys' work, which they should have finished before they were 15 or 16. The teachers see that time is precious to these belated wayfarers, and they do their best to hurry them through what is absolutely required for admission to college in the easiest manner. And this is probably the best that can be done for them under the circumstances. It is too late to lay the foundations of accurate scholarship after they come to the high school, but they can be pushed into college by skillful management. They are too old to be taught English like boys, and they have generally fallen into careless habits of writing, which