



Rev. Professor Wm. Lyall, LL.D., F.R.S.C.

Dr. Lyall, professor of logic and psychology in Dalhousie University, Halifax, died on the seventeenth of January, in his seventy-ninth year. He attended to his lectures as usual, until stricken with paralysis three days before his death. His life was that of the student. As metaphysician, he was inclined to the Scottish school, and was a special favourite of his distinguished teacher, Thomas Brown. He was not a technical theologian, rather an amateur, more learned than popular, and reflecting somewhat the light of Coleridge's religious philosophy. His style has been described by a writer in the *Presbyterian Witness* as follows: "His sentences and periods were faultless and beautifully balanced. His voice was soft, clear and low, and full of pathos. His action was graceful in a high degree. His face glowed with emotion and with a light that was not wholly of this world."

He was born in Paisley, Scotland, 11th June, 1811, and educated at Paisley Academy, Glasgow College, and Edinburgh University, and became minister of Uphall, Linlithgow, where he published a volume of sermons. In 1848 he was appointed to Knox College, Toronto, and 1850 to the professorship of classics and mental philosophy in the Free Church College, Halifax. In 1860 he was appointed to the same position in the United College at Truro. In 1863 he became Professor of logic and psychology in Dalhousie. He contributed a number of papers on theological and philosophical subjects to Canadian and foreign reviews. His chief work was the volume entitled, "Intellect, the Emotions, and the Moral Nature," published in 1855. This received high praise from the reviews, and was prescribed as a text book in several colleges.

His fame as a philosophical writer secured for him in 1864, the distinction of the degree of LL.D. from McGill University, Montreal. And later when the Royal Society of Canada was founded, he was selected as one of the original Fellows, in section of English literature.

For the REVIEW.]

School Rooms.

We often think the children do not care whether their school-room is bright and pleasant or not. A year ago Amherst erected two new school-rooms, one of which was occupied by Grade II. The rooms were well painted, well lighted, had good walls, which were decorated by the teachers, and are very cheerful and bright. When grading time came one of the boys told his father he did not wish to grade and go over into the dull room occupied by Grade III. The remark is suggestive. Very few teachers understand how their pupils are being influenced. It has been a matter of experience, that if you fix up the school-rooms and corridors for the children they are careful not to deface them; but take no pains with the rooms and there seems to be no limit to their ability to disfigure.

AMHERST.

For the REVIEW.]

Our English.*

This is a small and interesting book on how to make teaching in English of greater use. The present state of things is bad; of that the author is convinced, as well as are other people. Children spell badly, and express themselves badly; when they cease to be children they do the same. Yet as Professor Hill says of his own college: Though "Harvard sends out men—some of them high scholars—whose manuscripts would disgrace a boy of twelve, the college can hardly be blamed, for she cannot be expected to conduct an infant school for adults." Then even when young persons at one age or other do get taught, pedantry comes across the path, and the last state of the man she meets is worse than his first.

As to the study of literature in this mother tongue, there is, our author says, a school where "the study of authors is made so interesting, that pupils who are preparing for colleges which have no examination in English are in the habit of joining the class in this subject for their own pleasure." Alas! he adds—"an anomaly, I believe, in the annals of American institutions of learning." Is there a summer school there for teachers and professors?

The admirably anomalous institution is perhaps where the happy spirit of the late Mr. Hudson lingers; in teaching Shakespeare, that well known Shakespeare

* OUR ENGLISH; by Prof. A. S. Hill. New York. Harper, 1889.