

from Low Lat. *arraia* from Ger. *reihe* a row;" a conclusion extremely edifying to the anxious student. Numerous other instances might be adduced but for the want of space.

The meaning of the author is left by some annotators in its original obscurity, others have devoted too much rather than too little attention to it. One especially has given a paraphrase of great literary merit of the author's text. But nothing can justify notes of the following kind:—"Depopulation: the act or process of unpeopling a place, depriving it of inhabitants useless, producing no good." "Raptures, violent feelings of pleasure when 'the soul is raised to flame,'" one deems it necessary to comment in this fashion: "True to imagined right *i.e.* holding firmly to what they consider to be justice and maintaining their rights." In the next line of the text we have "the peasant boasts these rights to scan," which is expatiated on as follows: "Scan, examines carefully not only his own rights but also those which others claim, and boasts that he has the right to do so." We would be sorry to entertain so low an estimate of the reasoning powers of the students for whom these notes are written as the editor seems to do.

Time will not permit us to notice some of the misconceptions of the author's meaning to be found in some of these annotated editions.

Grammatical inaccuracies are very generally, and indeed very properly referred to, by the greater number of editors. One especially deals almost solely with the grammatical analysis of the author's language, and his notes abound with references to his own text book on English Grammar, for which these notes serve as a kind of advertisement.

A more ambitious style of annotating is encountered in a comparatively recent work. The notes in it bristle with words of "learned length and thundering sound," terms such as construction Pros To Semainomenon, pregnant construc-

tion, construction louche, &c., and the often repeated names of the various figures of speech. No literary training can be derived by young pupils from the use of such terms unless they are very carefully explained by the teacher. A specialty appears to be made of the figures of speech. No fault could be found with this if the province of each figure were fully explained: instead of that we meet with a remark of this kind "Note POLYSYNDETON. What is the effect of the figure?" Precisely what the pupil wants to know, and what frequently he has no means of ascertaining.

Nothing more need now be said to point out the defective character of the annotated text-books heretofore used in our schools. They devote too much attention to mere verbal analysis, and are lamentably deficient in acute critical research into the sources of an author's weakness and strength, the merits and demerits of his style.

It will readily be seen from the foregoing remarks what an annotated text-book should be. The day has gone by for any one who may be the happy possessor of an etymological dictionary, a few school histories and geographies, to sit down and calmly elaborate notes that are not so much calculated to assist those in perplexity as to sell. An annotated text-book should not be a repository for the useless lumber of the philologist, the derivation of only such words should be given as would illustrate some definite principle. Grammatical inaccuracies should be pointed out; and parallel passages might be given to illustrate the most striking thoughts. The meaning of the author where liable to misconception should be briefly made clear. Rhetorical forms when pointed out should have the causes to which they owe their peculiar effects fully explained. Brief explanatory notes on the proper names may be given: but above all an attempt should be made to point out the beauties and defects of the author's style, to apply the canons of criticism to the passages under con-