

Lord Derby and Mr. Bryant have also chosen. All these metres are too short to hold the contents of the original Homeric line, which contains from *fifteen* to *seventeen* syllables. Besides this, the rhythm of the English line used by the translators aforesaid is a fixed quantity, that of the Homeric line an exceedingly variable and flexible one; only an identity of rhythm can follow its form. A second paper on this subject will give other extracts. Should such a book meet a publisher, should it avail itself of the wide field of resource for illustrating this early phase of art, culture, and religion, it would not, I think, be too much to hope that its popularized presentation of these studies would have great interest for the purely English reader, especially for those of both sexes engaged in the profession of teaching. These would, it is believed by the writer, be thus, at a very little cost of time, able to assimilate what is really the best outcome of a classical education. Is it too wildly enthusiastic a dream for the author of such a work to hope

that the Education Department would recognize its value as an educational instrument, that they would consider the scholarship and intellectual effort expended in its composition deserving of some of that pecuniary encouragement which it is their prerogative to give to the literature of education in this country? Perhaps so. But the reception of the writer's essay on "Virgil for the English Student," in the *EDUCATIONAL MONTHLY* for April, 1879, gives him abundant evidence of the interest taken by the teaching profession in the work he designs. Should some of these gentlemen be willing to aid in furthering the publication in question, on the understanding that the sales should repay those who do so, they will be so kind as to communicate with the writer, or with the Editor of this Magazine. It is hoped that those may be found who will not be ashamed to avow a generous sympathy with Canadian scholarship and Canadian literature, in filling a place not yet occupied by any English or American writer.

*(To be continued.)*

HERE I would urge the parents to stand stoutly to their ground as against examinations, to this extent: I would have them say, "Examine the schoolwork as much as you like, but let there be no special or exciting grinding for examination, nor in view of it prolonged hours of study. Let it represent a fair test of what has been quietly and fairly gained during the year or term." The system of putting young children—or even boys and girls under eighteen—through one test after another, all more or less competitive and exciting, from twelve or thirteen onwards, seems to me to be one from which much mischief cannot but ensue. Not, of course, to the strongest—they will, perhaps, go through the mill without injury—but to those to whom long-continued effort means strain and conscious fatigue. To these it must be in a high degree injurious. But not only do the physically least strong suffer—clever, precocious children are probably as a rule in still greater risk of being injured. Much of the difficulty of the question lies in the natural and permanent difference in individual powers—a

difference not less marked in children than in adults. Some children can work hard and long without harm; others cannot. A good many children want most of their nervous force for meeting the daily demands of growth and development, while others have large reserves of nerve force which really need to be employed. But, speaking broadly, these are the exceptions. It is wise to remember as a general rule that with children and adolescents generally we are not dealing with completed organisms from which all they can perform may safely be demanded without reserve, but with organisms still, as it were, engaged in the process of self-construction. The machine is not ready for use, because it is still itself in the workshop. What does it signify to a young man or woman that at eighteen or nineteen they know a little more of one or two subjects in comparison with the invaluable blessing of coming to mature life strong and vigorous, with a well-developed and well-balanced nervous system, and with the power of working hard without being the worse for it?—*Mrs. Garrett Anderson, M.D.*