

thority in Latin lexicography in England. As the work reaches us, just as we go to press, we can only briefly announce, in the present number, the fact of its publication—promising to give some critical notice of the book in our next issue. The Dictionary may

meantime be confidently recommended to students and scholars, as a great store-house of criticism and research, embodying the results of the latest and ripest scholarship in the literature and language of the Latin tongue.

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EDITORIAL NOTES.

TOPICS OF THE TIME.

A correspondent in the *New York Nation*, arguing that it is the duty of colleges and universities to impress themselves more strongly on the thought of the country, makes a suggestion which we should like to see acted upon in the Dominion, namely, of extending to the constantly increasing class of young clerks, merchants, teachers, and university graduates, an opportunity to become acquainted with the best thought of the time, the ripest conclusions of science, philosophy, history, literature, and ethics in their broadest scope and influence. The mode of accomplishing this, he suggests, is that which largely prevails in the university towns of Germany, *i.e.* through the medium of scholarly lectures, not popular dilutions, held weekly throughout the winter months by university professors, capable college graduates, and specialists. The work might be taken up, the writer further suggests, by alumni associations, and thus widen the area to be benefited by the experiment. If the suggestion were in Canada acted upon, a beginning could well be made in any of our larger cities, where, if the services of university professors cannot be had, there are plenty of college graduates who could be pressed into service with benefit to themselves and the public. Commenting upon the suggestion, the *Nation* makes the following pertinent remarks, the force of which should be as keenly felt by our own people as by the Americans. "That a great field of usefulness," says the *Nation*, "is open for such a course of lectures as our correspondent proposes hardly admits of a doubt. One

great defect of American life is the severance between the educational period and the practical period. A young man on leaving college has no incentive and no encouragement to continue his education. The pressure is all the other way. He plunges at once into a crowd where every man elbows his neighbour out of the way, and where a suspicion is often forced upon him that the time he spent in getting his education is a greater loss to him than the education itself is a benefit. If the educated classes exert so little influence on public affairs, it is partly because they have not maintained their own place. . . . A man who ceases to study when he leaves college will in a very few years sink to the level of his surroundings, and perhaps even below it; for what little he has learned may be just enough to close his mind to those sources of knowledge that men who are wholly self-educated are so ready to make the most of. It is a truism that no one is entitled to be called a man of education who is not constantly adding to his stores of knowledge and constantly exercising his powers of reflection and reasoning—in other words, that education must continue through life. It is the habit of doing this that makes the public and intellectual life of England so rich and imposing."

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We particularly regret to learn of the final action of the Lindsay School Board in relieving Mr. Dobson, Head Master of the High School, of his duties, and in making him the scapegoat for the shortcomings of the Trustees in their withholding the means