

index of words and phrases explained. The whole method of arrangement is excellent, and the mode of execution leaves us room to make but few remarks.

In Act I. Scene III., we do not think Mr. Rolfe is right in printing the words—

"Nay, I'll have a starling shall be taught to speak

Nothing but 'Mortimer,'"—

in this manner. The better method appears to us to be to put the "Nay" in a line by itself, which is not at all an unusual thing in Shakspeare, and is peculiarly fitting to the impulsive speech of Hotspur, in fact it is repeated by him on the next page.

Again in Act III. Scene III., we are not sure but that the reading "sneak-cup" which Mr. Rolfe admits is a word to be found nowhere else, is not a misprint for the well known phrase "sneck-up," the sound of the final k having been carried on to the commencement of the latter word, but we venture the suggestion with diffidence. We have less hesitation in saying that the note at p. 157 on the expression "stung like a tench," from which we infer that Mr. Rolfe considers the simile a nonsensical one, is based on a mistake. It is an undoubted fact of natural history that tenches are attacked by parasites, and we need not go as far back as Pliny for authority on the point. In neither part do we have the explanation of the word "sack" given us, being merely told it is a "generic name of Spanish and Canary wines." It was of course a *dry* wine (sec), and instead of the wine merchants of the period transforming it in their laboratories into a sweet wine, the consumer sweetened it to taste with pennyworths of sugar wrapped up in paper and sold by the tappers. It would seem that neither Mr. Rolfe nor Mr. Cowden Clarke (whom he quotes at p. 23 of the introduction to Part II.) quite appreciates the *double entendre* in Silence's remark as to Falstaff, *apropos* of Pistol having declared him the greatest man in the world. "By'r lady," says Silence, "I think a be, but goodman Puff of Barson." Silence's matter-of-fact slow brain is dwelling on physical corpulence, and his conception is

some local fat man with an appropriate name. The commentators appear to think that greatness of position and social standing is meant.

The engravings are from the well-known wood-cuts of Charles Knight, and (except in the figures) are admirable.

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THE STUDENT'S HUME. New York: Harper & Brothers. Toronto: James Campbell & Son.

THIS book is the out-come of a great deal of labour, carefully and wisely directed. It retains Hume's best characteristics, and while lacking that breadth of view so prominent and instructive in Green's work, it contains most of what the student is expected to know about English history. The events described are brought down to those of 1878; and the value of the volume as a text book is enhanced by the maps, copious genealogical tables, and reprints of important documents such as the Bill of Rights and Petition of Rights. Though footnotes are not so numerous as to be regarded as a characteristic of the work, the editors have shewn great judgment in inserting them where they are of value; and they supplement them with "Notes and Illustrations" at the end of the chapter when needed. This book will prove of value to three classes of readers: to the student who wishes to get a good knowledge of British history from an authoritative source, and in the compass of 800 quarto pages; to the teacher who wishes to give his scholars more knowledge than the text books on English history in our Public Schools supply; and to the ordinary reader who cannot spare time nor perhaps money to consult more extended works.

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HIGH SCHOOLS. By B. G. Northrop, Secretary of Connecticut Board of Education. Syracuse, N.Y.: Davis, Bardeen & Co.

MR. NORTHROP is an educationist with a reputation extending considerably beyond the New England States. If our readers will associate this fact with the opening sentence of this small pamphlet which runs