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"The Strongest Memory is Weaker than the Weakest Ink."

SATURDAY, MARCH 19, 1938

Back To Jungle Law

H. G. Wells says of Roman history under the Caesars that studying it in terms of debates and measures, policies and campaigns, capital and labour, one comes upon something every now and then that gives the reader much the same shock he would feel if he went down to a well dressed caller in his house and extended his hand to meet a misshapen hairy paw, and looked up to see a chinless, beastial face. The polish of civilization covered barbarous tyranny. Much the same feeling is conveyed to readers in democratic countries of European history today. Over much of Europe, the most thickly populated and the most highly civilized, there is no ideal but that of might, no law recognized internationally but the law of the jungle.

One episode which brings this forcibly home was the action of Major Emil Fey, a former Vice-Chancellor of Austria, and co-worker with the assassinated Dollfuss. To escape Nazi reprisals, Fey shot his wife, his son and himself in his Vienna apartment. "Soon after the news of Fey's suicide was made public," says a despatch, "it was disclosed that there had been suicides of other prominent Austrians." A prominent industrialist of the Tyrol region had his daughter shoot him; she then killed herself. At Innsbruck a professor of medicine and his daughter killed themselves by taking poison tablets. The Jewish head of the Vienna General Clinic killed himself along with his wife.

For these people there was nothing to expect from the Nazi dictators but the firing squad, or something worse. They had no illusions; the fate in store for them was as certain as the sunrising. That is the appalling thing, the inhuman efficiency of the machine which the dictators have created.

Cattle For U. K.

Over five thousand cattle have already been shipped to Great Britain this year. This sounds all the more interesting when comparisons with last year are secured. At the time that 2,487 cattle had been shipped in 1938, not a single animal had been forwarded to the United Kingdom in 1937. It is predicted that about 7,500 animals will have passed through the port of Saint John before navigation is transferred from there to the St. Lawrence. During the summer it is confidently expected that about a thousand animals a week will leave Montreal for Manchester, Liverpool, Avonmouth and Glasgow.

It is pointed out in Canadian Business that while Canadian farmers were feverishly exporting across the Line, the British market more or less languished as far as Canada was concerned because the prices were not very good. In short, it did not always pay to ship to Britain, but things are now quite different. In the first place, the United Kingdom prices firmed a little bit and a cent or so a pound makes quite a difference when one thinks in terms of ship-loads of beef on the hoof. Then too, President de Valera of Eire has also helped Canada to a certain extent. The Irish, by making themselves self-supporting, have turned more toward manufacture and therefore there is less stress on agriculture. Also, de Valera established a bounty on hides, so farmers slaughter their cattle for the skin bounties. Again that means far fewer shipments of live cattle to England and Scotland. Canada has capitlized on this. Canadian exporters believe that Ireland will have fewer and fewer cattle to export and, therefore, during the next couple of years will be no greater rival and likely considerably less of a rival in the British cattle markets than heretofore.

All these factors have made the Canadian cattleman decide to sell overseas, so that by the end of January over two thousand cattle had been shipped and by the end of April it is expected the numbers will be between seven and eight thousand. Shipping rates have gone up, but still it is profitable to sell in the Old Country. There are those who believe that 1938 will be so good that cattle exports will come almost up to the 1934 high mark, when the total forwarded was not a great deal under sixty thousand.

The Time Factor

There is some consolation in reflecting, as we view the ominous situation in Europe, that every month that passes without reaching the seemingly inevitable crisis places Great Britain in a stronger position. It must be remembered that the strengthening and re-equipping of the British defenses was postponed over a period of several years, in the hope of promoting world peace by universal disarmament. It was not until July, 1934, that the British Government adopted a five-year programme for increasing the Air Force, and raising the home defense part of it to seventy-five squadrons. They were soon led to quicken their step, and shorten the time of their programme, owing to evidence of Germany's rapid development in the air and the expansion of other forces. Early in 1935, France had 1650 first line machines, Italy 1050, and Russia over 2000, while Britain had 1020, of which 688 were at home. By the end of the year she had 1180 altogether. Ground defenses against air attacks were also increased. Until then London alone had any such defences, and they were provided by merely two skeleton brigades of Territorial anti-aircraft artillery and searchlight units.

At the same time that the immediate defense of Great Britain was taken in hand, extra money was provided for beginning the modernization of the Army and Navy. The new programme had barely been decided when a new series of shocks caused its upward revision. In March 1935 Germany startled the world with the announcement of her reintroduction of conscription and the formation of an army of thirty-six divisions, or some 600,000 men—fifty per cent larger than the French. It was followed by Hitler's intimation that Germany already possessed parity in the air with Britain and was aiming at parity with France. A fortnight later the German Government disclosed that it was again building submarines.

The sequel was that in May 1935 the British Government decided to raise its own intended air strength by fifty squadrons, and to have a home defence force of 1500 first line machines within the next two years. This involved the construction of an additional thirty air stations beyond the eighteen new ones already planned, and the training of 2500 new pilots as well as of 20,000 other personnel.

Similarly with the Navy. The rate of construction was quickened to the extent that some of the new ships were ready nearly half a year earlier than the scheduled time.

In renovating her defenses it is necessary for Britain to travel a distance which other countries have already covered, and while they are still travelling on. Writing on this subject in "Europe in Arms," Mr. Liddell Hart says, reassuringly: "In some ways, especially in the provision of the most modern equipment, there may be advantages in a late start. No country can afford to re-equip its forces on a large scale every year or two, so that when a process of re-equipment is complete the forces of that country are likely to have a qualitative advantage over those of countries which carried out their programmes when design was less advanced."

Editorial Notes

Tomorrow the third Sunday in Lent.

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Burton of the Arabian Nights was born on this date, 1821.

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Business for February is reported to be ahead of that of the corresponding month last year.

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There seems to be some dissatisfaction or other over the development of the National Park project.

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Prime Minister Chamberlain is realizing the truth of the dictum, uneasy lies the head that wears a crown.

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The New York Times Book Review announces the forthcoming publication of a new scientific book "You and Heredity", by Amram Scheinfield, brother-in-law of Dr. Leo Frank.

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The Liberals are holding a convention on the 29th inst for the purpose of choosing a candidate for the vacancy in Queens. It will be the evening of the second day of the Provincial Legislature.

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In Chicago they have begun to anticipate the summer plague of mosquitos. Workmen who set off 1,600 pounds of dynamite to create a pond in a swampy tract of land on the southwest side had to answer a barrage of questions from inquisitive persons attracted by the blast. "You see, if there's a pond," one of them said, "the water from the swamp will drain into it. Then they'll put some minnows in the pond and they'll eat up the mosquitos, so the misquoto won't eat up the people." The work was directed by the Willow Springs Mosquito Abatement Society.

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Mr. Errick F. Willis, Manitoba Conservative leader, told members of the Macdonald-Cartier Club the main decisions of the Conservative party at the recent Ottawa conference were the formation of a Young Conservative Association throughout Canada, appointment of a national organizer, and a national convention. While no definite appointment has been made, Mr. Willis said former Prime Minister R. B. Bennett, who handed in his resignation as head of the Conservative Party at the Ottawa conference, had suggested Mr. R. K. Finlayson, Winnipeg lawyer, for the position as national organizer.

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Ontario legislature has fired the first shot in the Provincial-Federal Income Tax war. The legislature by a vote of 74-0 approved a Government resolution asking the Dominion recognize the prior right of the provinces in the income tax field. After two days of debate on Premier Hepburn's resolution, the Clerk of the House called the roll and all members replied in the affirmative. Opposition leaders had indicated support for the resolution when debate opened. The resolution declared direct taxation is assigned to the provinces under the British North America Act and asked the Dominion Government to recognize the prior right of the provinces "by making the provincial tax on persons a deduction under the Income Tax Act (Canada)." At present, persons paying the provincial income tax deduct from it the amount paid under the federal levy.

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The signatures of English Kings in an unbroken line from Richard II to George V—from 1377 to 1934—have been put on exhibition at the Museum of the Public Record Office, Chancery Lane, London. In a separate case near by with George V's coronation roll is displayed the signature of his second son, King George VI. The signature of his eldest son, the former Edward VIII, is not displayed. Lord Baldwin, it is reported on good authority, had nothing to do with the selection or arrangement of the signatures. Hitherto, there has only been space to show in frames on the pedestal royal signatures from Richard II to Charles II. In consequence of reconstruction the double pedestal now carries added frames, in which are shown the signatures of Richard Cromwell—Richard P.—one each of William III, Mary II., Anne, the first three Georges, George IV as Prince Regent and as King, William IV, and Victoria in 1839. In the signature of Edward VII the style is "R. and I", superseded in George V's signature by "RI." On the frames also are more records relating to the Dominions and colonies, including Livingstone's dispatch relating his meeting with Stanley in 1871. There is also an emigrant's application for passage to New Zealand in 1841, in which are asked the questions: "Is he sober?" "Is he honest?" "Is he industrious?"

NOTES BY THE WAY

"So long as business is afraid of what the Government will do, it can make no long-distance plan for development." —Sir Josiah Stamp.

A large food manufacturer notes with satisfaction that some of his competitars are curtailing their advertising expenditure. "This means that my advertising dollar will attract more attention and bring in greater results," he claims. "In such staple products as foods, volume declines are much smaller than in other lines and, accordingly, advertising budgets can be maintained." Marketing.

It is reported that the Japanese people themselves are getting tired of the war. That may well be. The press is printing far less war news, and the masses are turning for relief to amusements. They do not seem to be lacking in cash to pay for them, either. The recent change in the high command in China may mean a change in army tactics, but in what direction remains to be seen. One thing alone is pretty certain, as far as anything can be certain in the Orient, —Japan has already taken upon herself a colossal job, which will tax all her resources and power for years to come; and the longer she fights and the farther she advances, the greater that job is going to be.—Monctom Times.

Dictatorship means the subordination of the individual to the State, it means the imprisonment of the mind, it means restriction on the written and spoken word, even the unuttered thought it means that man is no longer free to be himself, but can only be the expression of another man's personality. ....If, therefore, we want to retain our Christian freedom, let us stimulate individual effort and the reasonable rewards that come from achievment. Let us narrow the gulf nationally and internationally between those who have and those who have not. Let us avoid strife, which retards understanding and breeds hate. Let us be just to nations and to men. Let us be strong physically and spiritually, so that we may persuade our way of peace and progress on those nations and peoples who look to us for example and guidance. Let us insist that, as far as we are concerned, we shall have in truth a Government of the people by the people for the people; according to Abraham Lincoln, that is Democracy. —Thomas Moore in The Empire Review, London.

It is simple curiosity that makes most people want to know what the weather report has to say. But every person who realizes the interdependence of all persons and things knows there are few things more important than weather. To the people on our seacosts the weather in the central states may seem to be of no personal importance to them. They do not realize that a variation of two inches in the July rainfall in Ohio may cause a variation of thirteen million dollars in the value of the corn crop. Multiply that by all other products raised in states affected by lack of rain and one understands why food prices in the East must rise. We certainly are all parts of a great whole.—Shining Lines.

The incredible speed with which a totally unfounded report can spread, particularly in New York, has always been puzzling. Who starts these remours, and why? Is it usually some sort of wishful thinking, or does the explanation lie in the prankishness of some individual? The stories are almost always impossible to track down to their first source. And yet they spread and are often accepted as gospel and remain forever a fixed part of the belief of many persons. The malicious report, the scandalous tale, the macabre, the downright hoax, the political canard, the creeping roorback—they come in many forms. Sometimes the tales are confined more or less to one set or class of persons; that is, a whisper may go through "cafe society," and be fairly well known there, without percolating into the general consciousness. On the other hand, for some inexplicable reason, some stories are shared by the policeman, the taxicab driver, the clergyman and the man in Wall Street. And these stories often are the sole basis of the common saying that "Of course, the newspapers never let you have the whole truth."—New York Tribune.

A cure for liars has been discovered by British psychologists. Psychological departments of several London hospitals, it is reported, are turning modern Baron Manchausens into George Washington. When the Marlebone magistrate ordered that a 31-year-old woman secretary should undergo phychological treatment to eradicate a habit of persistent untruthfulness he was not asking anything impossible, a member of the National Council for mental hygiene said.

One has a right to be a bit suspicious of reporters. They do so many unpredictable things. Take Leon Fraser. Of course, he's now president of the First National Bank of New York, but once upon a time he was a New York World reporter. Henry F. Pringle is our authority for the statement that Fraser is unquestionably the only newspaper reporter to write a doctoral thesis in the city room. He turned out a little thing called "English Opinions of the American Constitution and Government (1783-1798)" between two and four o'clock in the morning. When he was a World reporter, as side lines he worked for his Ph.D. and made ready for his bar examinations. One never knows what may happen. From that seedy-looking reporter over there in the corner you may be trying to borrow a million or two next year or the year after.

The Canadian Underwriter this month provides figures to show that speed and death on the roads are sinister allies. It is contended, for example, that a motor crash at sixty miles an hour is four times as likely to be fatal as an accident at thirty miles an hour. Here are the statistics: At a speed of twenty miles an hour the fatal accidents average one in sixty-one; at twenty to thirty miles an hour, one in forty-two; at thirty to forty, one in thirty-five; at forty to fifty one in twenty-five. At a speed of more than fifty miles an hour the fatal count is one in eleven.—Hamilton Spectator.

School-curriculum Discussion

By J. C. Lewis

To the mothers and fathers of this province:

All of us have our moments of introspection. We, especially, who see the shadows of our life daily fall farther toward the east, realize regretfully that, for us, youth is behind, and that Time's chariot carries us along with a continuously accelerating speed.

There is so much we might have done which we did not do; there is so much we might have learned which we do not know. Under our feet is a world revolving at the rate of a thousand miles an hour; above us are worlds of whose immensities we, strive as we may, can form no idea. "Quid est homo, quod memor es ejus? aut filius hominis, quoniam visitas eum?"—"What is a man that thou art mindful of him, or the son of man that thou visitest him?" A little time we'll strut upon the stage, pass on, our going more silent and more inconspicuous than the dropping of a pebble in the depths of the sea.

Even the war-lords, "the powerful of the earth,"—they, too, must die. On gun carriages covered with flags with riderless horses behind carrying in the stirrups boots reversed, accompanied by thousands of marching feet while the Dead March in Saul sounds its mournful notes upon the air, they too, pass on to the end of their journey. In spite of all the grandeur and the pomp of those last moments, after the last eulogy has been delivered, after the last " requiescat in pace" has been said, they, too, must go to their final resting place—a hole in the ground. "Vanitas vanitatum," says the preacher, "omnis vanitas."

Should we, then, eat, drink, and be merry in the certain knowledge that, to-morrow, we die? Should we say that, because education may not have so much material value in the midst of depression, we can very well dispense with such "frills" as Latin. Do you really believe that, since Latin is considered the language of the learned, our children should not know something about it even if all their life long they may have to earn their living by the sweat of their brow? These are pertinent questions and I cannot answer them— for you. But I can give you some little idea of what a knowledge of Latin will do for your child.

It will open up for him intellectual worlds of which he had never dreamed. It will give him a finer and more discriminating knowledge of English and thereby help to give him a mastery over his own language which he cannot attain by any other means. There are exceptions, shining like beacons in a rain-swept night—Lincoln at Gettysburg, Ingersoll at the grave of a little child. But for geniuses, there are no rules.

Latin will give to your child a knowledge of a civilization and a government so similar, in many ways, to his own that he will have no trouble in finding the link which binds Imperial Britain to Imperial Rome. That link is the language of Cicero.

A knowledge of Latin will ennoble his mind and give him a conception of just what man is capable of doing when he is roused to the highest flights of oratory. It will, too, explain to him why, in the heyday of British eloquence, the names of Pitt, Fox, Burke, and Sheridan shone with such dazzling splendour. They were Latinists all.

"Ah," you may say, "that, perhaps, is true. But I have no idea in the world that any of my children will be a Burke or a Pitt." My answer is that you do not know just what germ of genius may be lying dormant in the brain of that child of yours. Galileo was deliberately prevented by his father from learning even the elements of mathematics. But, one day when he was about sixteen, he heard his father discussing the subject with a visitor. From that time, the child's brain was aflame. The rest is history. Your child may never be an orator but he should not be prevented from learning something of Cicero, possibly the greatest orator and one of the most brilliant minds of all time. He should not have the opportunity denied him of laying the foundation for a knowledge of a language which has probably exerted a greater influence on the course of history than any other. And any person who tells you that it is possible for your child to become an educated person without this knowledge is either not an educated person himself or is trying to deceive you.

Let us listen for a moment to Cicero: "Etenim," he says, "omnes artes, quae ad humanitatem pertinent, habent quoddam commune vinculum, et quasi cognatione quadam inter se continentur." Translated roughly, he says: "In fact, all the arts which concern the culturing or humanizing of men, have a certain common bond and, as it were, are held together by a certain relationship the one with the other."

No one realizes more than I do, how difficult for the student is the study of Latin under our present methods of teaching the subject. The present Board of Education and all other Boards which have had the supervision of education in my time have every right to be ashamed of themselves. Even if they did not know the subject, one would naturally think that, under such circumstances, they would have gone to the Rector of St. Dunstans or to some other institution where they understood how to teach the language and after getting the much-needed information, would have incorporated the methods in our school-system. It is not difficult to see that I feel strongly on this matter for I, too, have been a victim of that system. I have spent hours and days and months wrestling over the gender of nouns of the third declension and over exceptions of tenses in the subjunctive mood. It was wasted time, and I resent, not only the misplaced effort but the asinine system which was responsible for the torture. But more of this later.

Under proper methods of teaching, your child can get a worthwhile, foundational knowledge of Latin. The moment he acquires a good vocabulary, that moment he is on his way to a study which will afford him inexpressible delight.

I know of no man who can read this language with any facility, who would surrender his knowledge for the acquisition of any other subject. That is, in the final analysis, the only true test of its value. You cannot go to a man who knows no Latin for an opinion as to whether or not this subject should be taken from the curriculum. You must go to the only man who is competent to advise you—to the man who, having acquired the language, is able to discuss with you authoritatively the advantages he has reaped from it. Of course, Latin won't help you to make money out of foxes, nor out of farming, nor will it help you to interpret the stock market. But if you are interested in these things to the exclusion of all else, you need not have your children study Latin at all if you are sure their mental inclinations are the same as your own. I am confident, however, that no one in this province worships Mammon so wholeheartedly as to have no desire for some acquaintanceship with the humanities. Moreover, your children's first reaction to their introduction to the study of Latin may or may not be a reliable indication of their future opinion of the subject.

Your child must be taught it so that he can enjoy it, which means that he must be taught it so that he can read it, not laboriously, nor stumblingly, with an incessant thumbing of the back of the book for the vocabulary, but with a confidence born of the knowledge that he has a sense of the structure of the language which allows him to think as the writer was thinking when he wrote or spoke the words. I realize this accomplishment is not a matter of days, but I also know it should not be a matter of a lifetime. Under our present system, I do not believe an ordinary lifetime would be sufficiently long to enable one to read Latin with pleasure.

But, if the future intellectual and cultural life of the younger generation is of any concern to us, we should try to increase the facilities for its training rather than to remove beyond its grasp the means for this development. Let us listen to Cicero again on the value of this development: "Quod si non hic tantus fructus ostenderetur, et si ex his studiis delectatio sola peteretur, tamen (ut opinor) hanc animi adversionem humanissimam ac liberalissimam judicaretis. Nam ceterae neque temporum sunt neque aetatum omnium neque locorum: haec studia adulescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur." Translated freely, he says: "But, even if no great material value were to appear from it, and if it were only pleasure that were sought from these studies, nevertheless, it is my opinion you would consider them a most cultural and reasonable employment of the mind; for other activities are not suited to every time, age, or place; but these studies are the nourishment of youth, the delight of old age, the adornament of prosperity; they furnish a means of refuge and of solace in times of trouble; they are a delight at home, are no impediment when in other lands, they are companions at night, or when we travel, and in the country." That is Cicero speaking from that remote part of two thousand years ago. Yes; there has been a lot of water gone under the bridge since then, but Cicero, dead, still speaks for truth is still truth.

If, then, you agree that Latin is a very important part of the school-curriculum and should be preserved, the next question is, how should it be taught? Well in the first place, it should be taught intelligently. It is not now so taught. At least, not in our public schools. By "intelligently" I mean that, at his first approach of the subject, the child should not be allowed to suffer an inferiority complex from which, so far as Latin is concerned, he may never recover. Under the present system, the child is, in many cases, introduced to Latin while he is in the eighth grade and before he knows even the essentials of English grammar. That is a crying shame, and all the intimation one needs as to the omniscience of the Board of Education. The pupil should not begin Latin until he enters the 10th. grade. Since the great majority of students who continue at school spend two years in that grade, there is no reason why, under a proper method of teaching, they should not, after two years in Grade 10, have more Latin than the second-year Prince of Wales student has today. You will remember the references the Premier made some time ago to the accomplishments in Latin and French of the pupils in the grammar school at Summerside over fifty years ago? Those accomplishments must have impressed him else he would not have mentioned them, and they impressed him for the simple reason that they are equalled by the present generation of students. Yet our children are as bright as those of any preceding generation.

The first month, or even two months, of the opening term for children beginning the study of Latin in Grade 10, should be devoted by the teacher to giving them a general idea of the structure of the Latin language dwelling especially on the main essentials wherein it differs from English. The fact that it is a highly inflected language could not be too strongly emphasized since it is by reason of this inflection that Latin is, in many ways, superior as an exact language to our own.

The student should then be told that while in English nouns have three cases, in Latin they have six (seven if we treat the locative separately). He will naturally wonder at this, and here the teacher must take especial pains. He can explain that the vocative corresponds to our nominative of address, that the accusative is the same as the direct object of our objective, that the dative is the indirect object of our objective, that the genitive corresponds to our possessive, and that the ablative, including the old instrumental and the locative, has an adverbial force, and is expressed in English by the use of such prepositions as "by", "with," "at," etc.

Patience, infinite patience, is needed here. By simple, very simple, use of Latin words, the teacher should compare the Latin cases with the English ones so that the pupil may appreciate the exactness of the Latin system. Time does not count here for if the student is ever to learn Latin properly, he must get this fundamental knowledge, not piecemeal, but as a whole.

From the different cases, the next logical step is the declensions. These should be explained—not one today, and another next month—but the whole five at one lesson. The five of them—or even one of them—cannot be learned thoroughly in one lesson, but that is not the object. The object is to show the pupil that a noun in Latin belongs (with very few exceptions) to one individual declension and that it is always possible to tell what declension that is by the ending of the genitive. All this time it is understood that the student has not looked into a Latin grammar. If the teacher understands his business and has explained these fundamentals as clearly as possible, the eyes of the child should, about now, be almost popping out of his head. He sees that this Latin is "some" language and already he knows he is going to like it.

Passing from the noun to the verb, it should be explained to the pupil that Latin verbs are divided into four conjugations, each of which has some slight but clearly defined differences from the others, and that it is always possible to differentiate them by the ending of the present infinitive. At this stage nothing but a brief mention should be given the irregular, defective, and inchoative verbs, but it would be wise to explain to the pupil how the subject in Latin is very often implied and that, since in these cases it is always a personal pronoun, it can be told by the termination of the verb.

Now the text-book could be introduced and the pupils directed to learn thoroughly the first two declensions and one conjugation. Then a few of the more common prepositions and the conjunction "et" could be brought into the picture and intensive drill begun on the two declensions and the verbs of the first conjugation. Adjectives of the first and second declensions, some adverbs, the personal and demonstrative pronouns —these should be gradually introduced together with a very few of the more common rules such as Ablative of Agent, Means and Instrument etc. But the child should not be driven hurriedly—as yet.

The next step is to let him learn the remaining declensions. He should not be worried over the endless exceptions of nouns and adjectives in the third declension for the generalizations are plenty for him at this stage. Then the conjugations. These should be mastered along with the declensions by repetitions and to clinch the knowledge the teacher should now take a Latin work—Cicero, Virgil, Horace, anything—and naming verbs and nouns have the students classify them according to declension or conjugation.

By the time the Christmas holidays rolled around, that class would know its declensions and regular conjugations thoroughly and that is something which, I think, we are safe in saying no class in Grade 10 in this Province knows today. The reason, of course, is that not sufficient emphasis has been placed upon the absolute importance of a thorough knowledge of this part of the Latin grammar.

After Christmas, if I were teaching this class, I should introduce the Vulgate. To me it would make no difference whether the students were Catholics, Protestants, Jews, or atheists, I should use the Vulgate (until some fool of a trustee stopped me) because it is written in good and simple Latin and because my idea now would be for the class to get a vocabulary. By its use the class could learn more easily than with any other book I know, those simple grammatical rules which, in the ordinary text-book, appear so lifeless. For instance, they have learned that "ego" is the nominative singular of the first personal pronoun; they have learned, too, that the pronominal subject is not always expressed but is very often implied by the termination of the verb as in "Sum civis Romanus" where the subject "I" is implied by the verb "sum" or as in Cicero's famous "non feram, non patiar, non sinam," but that when Christ speaks to Martha in the 25th. verse of the 11th. chapter of John, he says: "Ego sum resurrectio et vita." It is no trouble to show that class that when Jesus speaks in the first person, there is no place for any implied subject. The student remembers that—will never forget it if he is not entirely "dumb".

I have, so far, said nothing as to the present Latin text book—Robertson and Carruthers. For a class beginning the study of Latin, the proper place for this book is behind the clock, if the school has a clock, or failing that, in some secluded place where the children will not get their hands upon it. At this stage of their progress the class wants a compact Latin book which gives them nothing but the bare essentials and which does not spread the conjugation of a verb all over the book.

At the beginning of their second year in Grade 10, the class would be introduced to Allan & Greenough's edition of Cicero. I should have each of the class provide himself with Allan & Greenough or Bennett's Latin grammar and a literal translation of Cicero's four orations against Cataline. We should read them carefully, and, if we had the time, possibly a book or two of Virgil.

I know this proposal to supply the students with translations is anathema to the ordinary teacher, especially to those in the smaller institutions of learning. They prefer to have a student waste hours of valuable time trying to translate a difficult passage, even when all the student needs is one small ray of light in order to illuminate the darkness. But by their fruit you can know them and the number of Latin scholars which such teachers turn out is, to say the least, not very large.

Yes; Latin can be learned. Your child can learn it. In Grade 10, under a method such as I have very briefly outlined, he can get a foundation upon which, in later years, he may build to his own intellectual growth and for his own exquisite pleasure. But I do not know any other way it can be done. If I did, I should only be too glad to tell you.

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Cuts off the country of Again.
Archers stand there on every side
And as it runs Time's deer is slain
And lies where it has lain.

That busy clock shows never an hour.
All flies and all in flight must tarry,
The hunter shoots the empty air
Far on before the quarry,
Which falls though nothing's there to parry.

The lion couching in the centre
With mountain head and sunset brow
Rolls down the everlasting slope
Bones picked an age ago,
And the bones rise up and go.

There the beginning finds the end
Before beginning ever can be.
And the great runner never leaves
The starting and the finishing tree,
The budding and the fading tree.

There the ship sailing safe in harbour
Long since in many a sea was drowned.
The treasure burning in her hold
So near will never be found.
Sunk past all [illegible]

There a man [illegible] evening
Reclines at ease upon his tomb
And in his mortal effigy.
And there within the womb,
The cell of doom.

The ancestral deed is thought and done,
And in a million. Edens fall
A million Adams drowned in darkness,
For small is great and great is small,
And a blind seed all.

—Edwin Muir.

OVERCHARGED

A Scotchman hearing that a doctor charged more for a first consultation than for a second, went to him and said:

"Here we are again, doctor."

"I don't remember seeing you before," said the doctor.

"Oh, yes, I was here last week," lied the Scot.

"Indeed, I had forgotten. How are you keeping?"

"Not at all well."

"Then," said the doctor, "continue your last prescription for another week. That will be $1.00, please."

BEGINNING TO WEAR

One woman uses her older Turkish towels for wash clothes. When they are beginning to get thin she cuts circles out of the good parts and blanket-stitches them around the edges. They are soft and finish out their service most satisfactorily.

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