

The championship of the world passed from France to England in 1843, when Howard Staunton defeated Saint-Amant. Staunton was defeated by Anderssen in 1851, and he in turn, in 1859, by Paul Morphy, of New Orleans, who was probably the most brilliant player who ever lived. W. Steinitz, of New York is now the acknowledged champion, with E. Lasker, of Vienna, coming into prominence as a player of the later school, which depends on gaining a number of small advantages rather than upon the brilliant combinations of thirty years ago. The extraordinary power of playing blindfold, "*sans voir*," is mentioned as one of the great features of modern chess. Ten to fifteen blindfold games have been played at one time by Blackburne, Zukertort, and others. The members of the Sphinx Club may be interested to know that it is claimed that any one of ordinary ability can learn to play at least one blindfold game.

Among sedentary games it can be safely said that chess has no equal. It furnishes an excellent means of recreation, not so much in the form of amusement, perhaps, as by simply taking possession of the mental faculties and diverting them from their accustomed grooves. Too many in college seem to be possessed with the idea that chess is "too deep" to make it worth their while to learn. This is a mistake. The moves may be learned in half an hour, and in a very short time one will acquire skill enough to play a game that will afford much pleasure to himself, and to his instructor as well. The beginner will soon be convinced that an ignorant management of the pieces will not lead to success, and he will be eager to learn the different modes of opening the game, and to study their variations. The debuts are easily learned, and one can well afford the time necessary for acquiring them; for he then has at hand a profitable, as well as a pleasant means of employing leisure time that might otherwise be devoted to light reading or games of chance.

The lessons of chess are in many cases the lessons of life. Benjamin Franklin says "life is a

kind of chess," and further: "By playing at chess, then, we may learn: (1) Foresight, which looks a little into futurity, and considers the consequences that may attend an action. (2) Circumspection, which surveys the whole chess-board, or scene of action. (3) Caution, not to make our moves too hastily." '93. JOHN GREER WALSH.

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### THE ARENA.

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#### TWO NOTES, PEDAGOGIC.

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The College Association of the Middle States and Maryland, at its fourth annual convention, considered the subject of Best Methods of Determining and Recording the Scholarship of Students.

From the paper on this subject prepared by Dean Horace Jayne, of the University of Pennsylvania, we quote the following statements: "*Recitations* upon definite assigned work, with practical exercises to show that the subject is understood and not merely committed to memory, are beyond all question, in my judgment, the best method of instruction \* \* \* \* \* The most unsatisfactory method of instruction, when used alone, is the *lecture* method." "I cannot but regard this largely as a survival of mediæval times, when books were few. I know of nothing which can be claimed for the lecture but the personal stimulation derived from the enthusiasm of the instructor—if he possess it. This quality, however, will make itself just as manifest in the recitation." Undoubtedly this estimate of recitations versus lectures is accordant with the judgment of the majority of experienced and thoughtful educators.

The suggestion, however, that the lecture method is a survival of mediæval ages when books were scarce, seems only to account for the origin, scarcely to explain why it survives. The reason of survival is double, a limited truth and a general error. For the limited number who by thorough study of specialties are prepared to profit by the latest work of the masters in these subjects, the lecture method has no rival, and survives by the