

fer from the Real Schools (Realschulen), in that the classics are made the basis of instruction, though even in all the best Realschulen Latin is considered necessary. The belief that the study of Latin so strengthens the mind that it aids rather than retards the progress of the Realscholar in the studies which are peculiar to those schools, is widespread. Similar declarations have often been made respecting the schools of America, in spite of the attempt to make Latin elective. The writer recalls to mind the two high schools with which he has been connected. Though there were two parallel courses—one a classical, the other a scientific or English course—and though the numbers of scholars in each were pretty evenly divided, yet out of ten graduations, in but one instance were the highest honours carried off by those electing the scientific. And yet one of these schools, at least, possessed such means of scientific culture as few of our colleges possess. Nor is this my experience alone. In the last report of the Massachusetts Board of Education—one of the ablest and replete with information gathered by experts—we read: "The study of Latin syntax is the most thorough work done in our schools. Indeed, the larger part of the mental discipline obtained in these schools is obtained in the study of Latin. After observing closely the mental operations of more than 10,000 students in a great variety of subjects, I am convinced that nothing else can fill the place of Latin in our High School work."

We do not intend here to discuss the benefits derived from the study of language in general, or the merits of the Latin in particular. Everyone has experienced, as it were, a feeling of emancipation as new spheres of thought, new conceptions are opened up with every new unlocked literature; "the peculiar forms in which each

people clothes its thoughts, its divinations, its loves, its scientific thoughts, its political hopes, enrich our minds—all these become ours, and we become all these." And as the historian regards the Roman Dominion as the grand reservoir into which all the currents of history from the earlier ages have gathered, and from which the ampler currents of modern history have flowed, so the Latin language and literature become the medium of communication between the old and new world. In it are preserved the best records of antiquity.

Whatever, then, tends to render efficient the study of Latin in our High Schools is worthy of careful attention. It is just here that our schools, both in Canada and in the United States, suffer the most in comparison with those of Germany—? will not add England, for there the study of classics has become torpid, and has not retained the honourable place it held during the last century.

From the earliest period of a Prussian child's education, he is imbued with a taste for classical study. In looking over some elementary readers used in the schools of Leipsic, I was especially struck with the character of the selections of literature, oft repeating in a simple and interesting manner many of the old legends of Greece and Rome. But the real classical education commences with the gymnasiums—schools that for thoroughness of work and broad linguistic culture are without their equals in the whole world. Nor have I found the training here narrow, as is so often supposed. While the linguistic course is far broader and more complete than in our American High Schools, there is at the same time certainly better scientific training also. Our college graduates would for the most part compare unfavourably with the graduates of a German gymnasium