

affords a notable example of this. When Bacon, Milton, Locke, Buchanan and Pearse, flourished in England, and Cordirus, Erasmus, Calvin, Comenius, and Sturm on the continent, and many others who wrote and spoke excellent Latin, Latin conversation was always taught in the schools. And in support of the conversational method at that period, Locke was wont to say, "In order to teach Latin successfully to a boy, *it should be talked into him.*"

But it is chiefly to Germany that we should now look for examples of the success of the conversational method as the main factor in the production of the most brilliant Latin scholars of our age. There a considerable portion of the instruction every week is still devoted to conversation in the Latin language. Matthew Arnold observes that when he visited the Gymnasien and other schools of Germany in 1864, the first lesson he heard was Dr. Ranke's own lesson on the Philoteles of Sophocles. "He spoke Latin to his class and the class spoke Latin in answer." Arnold further remarks, "The German boys have certainly acquired, through this practice, a surprising command of Latin." He also notes a lesson at Bonne by Dr. Schopens, to his Prima in extemporaneous Latin, which, he says, "Has a deserved celebrity." "I heard, with astonishment, a much wider command of the Latin vocabulary than our boys have; and a more ready command of the language, the Germans certainly succeed in acquiring." (Matthew Arnold's

Higher Schools and Universities in Germany, pages 15-16).

The results of this superior mode of instruction, we have not long to seek. Everyone knows that the whole civilized world seems at present to depend, and to have depended during this last century, almost entirely upon the scholars of Germany for the best publications of the works of Latin authors. And that the amount of ability displayed by the Germans in the critical revision of the text and in writing the Latin language is really marvelous. One can easily convince himself of the truth of this by referring to those works themselves.

We cannot suppose that these results are due to the superior mental calibre of the Germans, or as a certain English educator thus vaguely expresses it, "to their far broader notion of treating even in their schools, the ancient authors as literature, and concerning the place and significance of an author in his country's literature and in that of the world."

But we think they are due to their manner of teaching the very best methods which they have been fortunate to preserve, mainly, no doubt, on account of the conservative character of the nation which does not lightly cast away the precious fruits of experience, acquired in the past in the education of their youth.

Much more could be adduced in support of the conversational method of instruction in the ancient and modern languages. We may perhaps in the future add something more.