

I have already shown you that the best culture a man receives through language is to be obtained only through his mother-tongue. While he seems to be deriving culture in foreign language, it is in fact chiefly from the comparisons, similarities, contrasts of the forms of thought and expression in that language with the forms already familiar to him, that he receives intellectual and moral benefit and a finer aesthetic perception.

If the new is to grow out of the old, Latin grammar, no less than Latin vocables, ought to grow out of English grammar. A boy should be able to parse fairly well, and be familiar with all the relations of clauses in English sentences, before he begins Latin. . . . He should not be introduced to Latin at all until he has a firm hold on English accidence, parsing and general analysis.

No doubt at all about the meaning of the eminent Edinburgh educationist. His views are clearly stated, and they appeal strongly to the educationists of Britain. He may be wrong and Prof. Loudon may be right; it is just a case of contrary opinions. But Prof. Laurie stands very high in educational circles in Great Britain, and we may fairly put his dictum as fully offsetting that of Prof. Loudon, and leave the rest to the intelligence of the Canadian people. If they prefer that their children of ten years be set at studying Latin and Greek instead of reading and writing English, arithmetic, grammar and geography, they will of course approve of Prof. Loudon's attack on the work of the schools and decide against the Edinburgh man's theory that the best education the primary school can give a lad is education in English.