

be denied that their supremacy is the result of routine rather than of argument. I do not myself take up the extreme position. I doubt whether an exclusively scientific training would be satisfactory; and where there is plenty of time and a literary aptitude I can believe that Latin and Greek may make a good foundation. But it is useless to discuss the question upon the supposition that the majority of boys attain either to a knowledge of the languages, or to an appreciation of the writings of the ancient authors. The contrary is notoriously the truth: and the defenders of the existing system usually take their stand upon the excellence of its discipline. From this point of view there is something to be said. The laziest boy must exert himself a little in puzzling out a sentence with grammar and dictionary, while instruction and supervision are easy to organize, and not too costly. But when the case is stated plainly, few will agree that we can afford so entirely to disregard results. In after life the intellectual energies are usually engrossed with business, and no further opportunity is found for attacking the difficulties which block the gateways of knowledge. Mathematics, especially, if not learned young, are likely to remain unlearned. I will not further insist upon the educational importance of mathematics and science, because with respect to them I shall probably be supposed to be prejudiced. But of modern languages I am ignorant enough to give value to my advocacy. I believe that French and German, if properly taught—which I admit they rarely are at present—would go far to replace Latin and Greek from a disciplinary point of view; while the actual value of the acquisition would, in the majority of cases, be incomparably greater. In half the time usually devoted, without success, to the classical languages, most boys could acquire a really serviceable knowledge of French and German. History and the serious study of English literature, now shamefully neglected, would also find a place in such a scheme.

There is one objection often felt to a modernized education, as to which a word may not be without use. Many excellent