

specimens of answers that I have had by hundreds within these few months:—

"A verb is in the passive voice when the object of the verb is really the subject, and the subject of the verb is really the object."

"Active voice is the agent passing to the object, passive voice is the object passing to the agent."

"A transitive verb is one that passes over to an object."

"A verb is transitive when the subject passes to the object."

"An active verb is a verb which does something; a passive verb is a verb to which something is done."

"A verb is in the passive voice when it acts upon the subject."

"A direct object is that which acts immediately on the object from which the action proceeds."

"All intransitive verbs show that the subject does nothing."

"A verb in the active voice is one in which the subject makes the active verb act upon the object; a verb in the passive voice is one which makes the object act upon the subject."

(To be continued.)

NOTES ON EDUCATION IN GERMANY.

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(Continued.)

The *Realschule* (Real School) is the designation for the second class of higher schools in Germany. These are of comparatively modern origin dating from the second quarter of the present century. Various futile efforts had been made in the two previous centuries to reduce the preponderance of the classics and to make the instruction of the Secondary Schools more directly practical and useful. It was only, however, in the early part of this century that any considerable success attended these efforts. Johann Haecker, a Lutheran clergyman, established at Berlin a school which about 1822 began to work thoroughly well. Shortly after this date the Prussian Government took up the matter, and with the increasing demand for more practical instruction it set about organizing a series of schools on a new basis. These schools were of three grades; Real Schools of the first and second rank, and so called Higher Burgher Schools.

The Real Schools of the first rank still make the study of Latin obligatory, and a considerable portion of time is devoted to it. On the other hand, Mathematics and the Sciences assume a much more prominent place than in the *Gymnasium* curriculum. Although the object of the Real Schools is to give such an education as fits for business rather than for the University, still it is aimed to impart as much as possible a general and not a professional education. This is indeed the ambition of all the German Higher Schools.

The Real Schools of the first rank have, omitting Greek, much the same arrangement of classes as the *Gymnasium*, a rather larger number of hours of school attendance weekly than these, however, and a complete course of nine years. English and French are each compulsory. In the Real Schools of the second rank Latin ceases to be a compulsory study. Modern languages, Mathematics and Science, with Geography and History, divide between them the thirty hours of weekly study. The course in this grade of schools may be, and often is, reduced to seven years. The third class of schools representing this "modern side" of education, called Higher Burgher Schools, differ from the Real Schools, simply, in not possessing the complete system of six forms. In most schools of this grade there is no *prima*, in many no *secunda*.

As has already been stated, Germany, like western Europe, did not possess, until the beginning of this century, this series of schools. She knew only of Primary and Latin schools, the former

affording an elementary instruction more or less extensive, the latter fitting young men for University study, and being frequented almost exclusively by the children of the better class of society, the class in possession of the wealth and influence of the period. The instruction provided was adapted to a state of civilization in which the middle class had not yet attained the importance which, by degrees, the progress of commerce and industry has secured for it. In a course of study almost exclusively occupied with the ancient languages and literature, this rising class did not find an adequate preparatory training for the different professional careers of life to which it destined its sons. The substitution for the study of Greek and Latin of something more suited to practical life, a course more scientific than literary, found very general acceptance, and to-day the number of Real Schools in operation in Germany is about equal to that of the *Gymnasias*, and the attendance upon the two is about equally divided.

These three, then, the *Gymnasias*, the Real Schools and the Higher Burgher, form the Secondary Schools of Germany. With but little difference the same class of schools is found in South Germany, in Austria and in Prussia; they number in all about 1,100 (600 *Gymnasias* and 500 Real Schools) are attended by about 200,000 students, and are equipped with a staff of 18,000 teachers. The population of Germany and German Austria combined is about fifty millions. There is thus on an average one out of every 250, or 0.4 per cent. of the population, enjoying the advantages of a secondary education in these countries, a larger per centage than any other country can boast of.

GRAMMAR.

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(Introductory.)

What grammarian or philologist has not heard of John Horne Tooke? Has not heard of his "Diversions of Purley?" It is safe to say that in his time he caused as much trouble in the grammatical world as he did in the political world. Indeed his theories on certain points of grammar still trouble authors and editors of works on this subject.

One episode of his life is particularly interesting in this connection. He was indicted for writing and publishing "a certain false, wicked and seditious libel, of and concerning his Majesty's Government." On the trial a verdict of guilty was returned; and a question was raised by Tooke—first, on motion in arrest of judgment, and afterwards on a writ of error in the House of Lords, whether the writing contained in the information, in point of law, was sufficiently charged to be a libel upon his Majesty's Government. The decision was in favor of the Crown in both cases. And in a letter which Tooke wrote from the King's Bench Prison, he tells us that he was "the miserable victim of two prepositions and a conjunction."

I wonder how much this event had to do in bringing a statement of his which has since passed into a proverb: "though grammar be usually amongst the first things taught, it is always one of the last things understood." Not very long ago examples of the truth of this observation were but too common. How is it to-day? A marked improvement on "old times" is seen; but there is room for more. And as a modern writer, criticising Tooke's statement, says, "this arises, not so much from the difficulty of grammar, as from the injudicious methods generally employed in teaching it." Want of proper method has been