

exception to the generally correct rule that the middle view—the moderate course—is the wise one.

DOES NOT AGREE WITH PROF. LOUDON.

Prof. Loudon, of Toronto University, is just now the idol of the enemies of Ontario's Public school system. Not that they agree with his views of what our primary schools should be, but is enough that he assails them. Prof. Loudon denounces the Public schools because they teach English, arithmetic and grammar, instead of Latin, Greek and Hebrew. He makes no serious attempt to show that his plan would be practicable, or if so, that it would be better than our present plan of teaching first the subjects of general utility; it is merely his opinion, unsupported. There are others and their views will appeal to many. Prof. Laurie, Edinburgh, perhaps at least as eminent in the world of education as Prof. Loudon, in a Cambridge lecture, says :—

When I say that language is the supreme subject in all education, I mean the vernacular language, with some foreign tongue as a necessary auxiliary Mind grows only in so far as it finds expression for itself; it cannot find it through a foreign tongue. It is round the language learned at the mother's knee that the whole life of feeling, emotion, thought, gathers. If it were possible for a child or a boy to live in two languages at once equally well, so much the worse for him. His intellect and spiritual growth would not thereby be doubled, but halved. Unity of mind and of character would have great difficulty in asserting itself in such circumstances.

My own opinion is (but this is a matter on which there will be difference of view) that the beginning of the twelfth year is quite the earliest age at which grammar can be effectively taught Prior to the age of 11, and indeed very early at (8), a child should, by help of numerous examples, be taught to recognize the subject and its predication—the whole logical subject, that is to say; and the whole predicate—as constituting a sentence or proposition The first objection which will meet us is this: Inasmuch as a subsequent rule of methods demands that foreign grammars should be based on the native grammar, we should, by not beginning native grammar until the twelfth year, have to postpone Latin and French till the thirteenth at the earliest. To which my answer is: By all means; why not? . . . The merely imitative acquisition of French and German in the nursery—mere memory work at best—lies outside my present argument. But let me repeat here, in passing, that children should be made to live in the atmosphere of their mother tongue alone, and think through the vehicle of it alone, if we are to promote in them depth and solidity of nature and unity of character,