

show that in this race, as in some others, it is "money that makes the mare go." "Put money in thy purse" would seem to be an appropriate, if a somewhat bold motto, for many of the educational institutions of our country, not excluding those of the most exalted pretensions. Not content with the old method of developing the natural aptitude of men by a long course of disciplinary training, we are trying to *produce* these aptitudes by launching the undisciplined minds of our children into special pursuits. Does this not seem a case of "putting the cart before the horse"? The results of this forcing process of training will be the best proof of its value. In the new order of utilitarian education they have hardly had the opportunity to manifest themselves.

Something, however, of what might be expected in this line may be seen, for reasons peculiar to the profession itself, in the preparation of ministers for the church. The constant demand for men in this special field of activity, and the reluctant supply, has had a strong tendency to bring into it unfit material by which unquestionably the status of the profession has been lowered. In this case, for the peculiar reasons referred to above, there is also a peculiar excuse. We may imagine, however, a similar result from similar causes, befalling the profession of medicine, astronomy, mathematics, or any department of science or art. Half the world would soon be imbibing their facts and their fancy from meagre, if not polluted streams.

(To be continued.)

## LANGUAGE AND LINGUISTIC METHOD IN THE SCHOOL.\*

BY S. S. LAURIE, M.A., LL.D., PROFESSOR OF THE INSTITUTES AND HISTORY OF EDUCATION IN THE UNIVERSITY OF EDINBURGH.

### *Lecture VI.—Method in Teaching Foreign Languages—Latin as Type.*

I HAVE already shown you that the best culture which a man receives through language is to be obtained only through his mother-tongue. While he *seems* to be deriving culture from a foreign language, it is in fact from the comparisons, similarities, contrasts of the forms of thought and expressions in that language with those with which he is already familiar, that he receives intellectual and moral benefit and a finer æsthetic perception. The foreign tongue will be of substantial advantage in his education only in so far as he, more or less

consciously, transmutes its forms, its thought, its images, its delicacies into the familiar vernacular which is, and must always be, the vesture or expression of his own inner life. Language is a necessity for the growth of mind. Growth depends on finding fit utterance for those complex mental states which succeed each other in the history of the race and of the individual, and are ever deepening and widening their range. If the form or mould into which man's mental life runs, and by means of which he feels and thinks as a self-conscious being, be (as I have maintained it is) his own vernacular, then Latin, Greek, or French or German, can never be a substitute for this, but

\* A course of six lectures delivered at the University of Cambridge and at the College of Preceptors, London, during the month of May, 1889.