

services as the Supervisor of Schools for that city. All classes vied with each other in expressions of affectionate esteem for the man who has devoted himself so unselfishly to duty. May his influence continue to be exerted for years to come is the wish of those who know the worth of the man and the enduring character of his work.

Supervisor McKay's addresses and writings on education impress one with the solidity of his views and his firm grasp of the subject. In the literature of educational reform he is an acknowledged authority.

The Future of Latin.

In a recent number of the *University Magazine*, Professor R. E. Macnaghten claims that parents should understand what education is best fitted for their children, although he thinks the average parent is inclined to belittle what does not lead to obvious and immediate results. He thinks that the question which the average parent is asking with increasing insistence, "Will a knowledge of Latin be in any way useful to my children in their adult life?" is a fair and reasonable one and entitled to a reasonable answer. The article is written from the standpoint of one who believes in the practical utility of Latin as a means of general instruction, without any bearing on its development of the "ripe scholar." It will repay careful reading, and we regret that we can only give space to touch upon a few of the many interesting points put forward.

While Greek is essentially the scholar's language, Professor Macnaghten claims that Latin "stands on a different basis. In the first place, it offers a striking contrast to Greek, in the fact that even the slightest and briefest study of the language is of real practical value. To have stumbled wearily through a few pages of Xenophon or Herodotus is nearly a sheer waste of time. To have given, however grudgingly, the same number of hours to Cæsar is to have laid, even though unconsciously, the foundation for a better and more accurate knowledge of the English language."

It may be open to question how much benefit the average student would derive from giving his hours "grudgingly" to any subject that does not arouse his interest. This lack of interest in Latin among beginners is largely due to the waste of time, in too many schools, of studying dry grammatical rules, with results, Professor Macnaghten thinks,

"wholly inadequate to the time expended." He would revert to the method of double-translation, with little grammar, as laid down by Roger Ascham in his celebrated "Schole-master," and which gave Queen Elizabeth and others of his pupils "a perfitte understanding in both the tonges."

Professor Macnaghten thinks that it is the aid that Latin gives to the study of English that constitutes its paramount claim. Its value as a mental discipline is great; and if freed from the danger of pedantry in its teaching, he predicts with confidence "a future of increasing usefulness to Latin as a factor in all but the most elementary education."

Culture the Product Only of Efficient Teaching.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—I notice in the December REVIEW that Mr. Shaw has very little to say about his new definition of culture, but brings forward a long array of quotations, mainly directed against the teaching of classics. He begins with President Eliot. Two years ago President Eliot said: "I am in favour of requiring *every* high school pupil to study Latin for two years at least." (The italics are President Eliot's, not mine).

I do not intend, however, just now to reply to all those interesting little pieces from Mr. Shaw's scrap-book. So far as the present argument is concerned, they do nothing more than exhibit his prejudice against certain ideals in education with which he is apparently not in sympathy. Neither do I intend to reply to his personal remarks touching the deficiencies in my education. That point is not under discussion either. My purpose in writing was to enter a protest against a strange definition of culture which he put forward in the October REVIEW. The definition was as follows: "Culture is a product *only* of efficient teaching, *whatever the subject matter may be.*" (The italics are mine this time). The meaning of the word "efficient" is important, and I do not propose to abandon the meaning of the word given in the standard dictionaries in order to accommodate its meaning to Mr. Shaw's "point of view." You can teach what does not conduce to culture at all just as *efficiently* as you can teach what does conduce to culture. In some countries the Koran is efficiently taught. In