

tive;—to go no further into the intricate modal questions which rise up as we advance. A knowledge of these constructions is indispensable not to the writing or speaking, but to the understanding even, of an English sentence; but our smooth-tongued modernism obscures them all: and the wonder is not that so many persons fail, but that any succeed in ever gaining, without the assistance of classical training, any insight into the real structure of the language of their daily life. A commission has lately issued a report upon the public and grammar schools of England, which, while recommending and sanctioning many modifications of the existing system of education, does not depart from the fundamental principle which bases it upon a knowledge of the classical tongues. The same principle has begun of late to be applied to the training of girls also, involving, as a modern discovery, the introduction of new machinery into the department of female education. Hence the rise and rapid growth in England of the Queens' and the Ladies' Colleges. But rapid as their growth has been, the application of the true principle to this half, if not better half, of mankind is as yet but in its infancy. It is a curious coincidence in illustration of the innate force of truth, that, simultaneously with the reactionary movement from which have sprung up modern schools and departments with the avowed object of dethroning the Muses from the old seats of learning for our sons, it has been discovered, on the other side, that a basis of Latin and Greek, with a seasoning of mathematics, is the best training for our daughters. Not only in London, but in the provinces, the experiment has been so far successfully tried; and the *Cui bono* correctly asked, has received the same answer we have ventured to give to it. One of the cases referred to in the commissioners' report is that of a remote town (Callington) in the mining district of Cornwall, where classics and mathematics are made the groundwork of teaching to children, chiefly but not exclusively of the middle classes, and of both sexes in the same school. The last-named condition is, of course, admissible only with great caution and under considerable restrictions, but in the present case it has so far been found to work well, for results have proved that the steady industry, oftener found in girls than boys, and the greater quickness and energy of the latter, produce a mutual reaction which supplies a healthy stimulus to the minds of both classes, as if each were the natural complement of the other.

Granting the main proposition here contended for on the ground of the natural fitness of the old-fashioned instruments for bringing about the required results of education, we would by no means concede to opponents the ground of practical utility, but maintain that it is at least as much ours as theirs. To know, by being able to trace them to their

sou
tne
to v
Men
of t
and
corro
guag
this
is pr
row l
mone
Cana
Th
traini
is, fai
tion, l
and m
use an
necess
is now
utilita
school
house
Not of
have su
it be in
ill, som
ment to
say that
ing the
sense :
be borne
acquire
the perio
for its su
subjects
acquired
of them ;
has its us
easily ac