

the most unreasonable demands came to be made for the entire excision of classical studies from the high school curriculum. Such a consummation had not been anticipated by the earlier and more cultured advocates of modern ideas in education, and certainly was not desired by them. Latin and Greek, therefore, still remain in these schools most important branches of study, and, alongside of them, mathematics, physical science, and English.

On this side of the Atlantic, classical study has been prosecuted with some success, but it has never occupied the peculiar position which was accorded to it in England. Yet this has not protected it from the onslaught of the educational reformer, who would erase it from the curriculum as absolutely worthless, and insert in its place modern languages or science. "Dead languages!" "smattering of Latin and Greek!" are expressions which are bandied about, and caught up by every illiterate who wishes to record his opinion respecting that of which he is entirely ignorant. Professor Max Muller said the other day: "We are told that we teach dead languages, dead literatures, dead philosophy, as if there could be such a thing as a dead language, a dead literature, a dead philosophy! Was Greek a dead language? It lived, not only in the spoken Greek—it was like fire through the veins of all European speech. Was Homer, was Æschylus, was Sophocles a dead poet? They lived in Milton, Racine, Goethe, and I defy any one to understand and enjoy even such living poets as Tennyson and Browning, without having breathed at school, or at the universities, the language and thought of these ancient classics. Is Plato a dead philosopher? It is impossible for two or three philosophers to gather together without Plato being in the midst of them. I say, on the contrary, that all living languages, all living literature, all living philosophy, would be dead if one cut the historical fibres by which they cling to their ancient soil."

"A smattering of Latin and Greek!" One would imagine from the satisfaction with which it is uttered that there could not be "a smattering of French," or "a smattering of science." From what we know of the teaching of these subjects, we would be inclined to prefer as an acquisition, the smattering of Latin and Greek to either of the others. But really, it depends upon how the subject is taught. Elementary science, intelligently taught, is a valuable possession to the youth, and so is the Latin grammar. We have already expressed our opinion of the great assistance which it renders to the pupil in the comprehension of grammatical principles, and we maintain that it is of still greater service to him as he advances in his studies. We do not accept the word "smattering"

as an adequate expression of what we wish to convey by the Latin and Greek, or Latin alone, which ought to be acquired by students before entering the university. Such a superficial acquaintance with these languages is neither satisfactory as a basis upon which to rest future attainments, nor does it afford the intellectual exercise which is the most valuable of all the benefits to be derived from linguistic study. Surely to be trained to habits of accuracy, observation, and induction, is not one of the least profitable of the results of the occupations of school life. But this is only accomplished by painstaking and thorough teaching, and diligent and intelligent study. Then, and only then, when Latin and Greek are taught as they ought to be, when the thinking powers are called into exercise as well as the memory, and when the knowledge gained by the study of these languages is made available to assist the pupils in understanding their own language, shall the reproach be removed from the teaching of Latin and Greek.

(To be continued.)

N. S. Summer School of Science.

At a meeting of the directors, held in Pictou, it was decided to add elocution to the course of study. Prof. J. Burwash, D. Sc., Mt. Allison College, will be the instructor in that subject. Further arrangements have been made, by which the school will have the benefit of a course of public lectures during the next session. These lectures are designed to present scientific subjects in a popular manner and give completeness and finish to the work of the school.

The lecturers for 1889 are as follows:

David Allison, Esq., LL. D., *Superintendent of Education*.
A. W. Sawyer, LL. D., *Acadia College*.
N. McNeil, D. D., *St. Francis Xavier's College*.
Charles McDonald, M. A., *Dalhousie College*.
J. Burwash, D. Sc., *Mt. Allison College*.

The third session of the school will take place at Parrsboro, commencing July 22nd, 1889.

Elaborate preparations will be made for the entertainment of teachers and others who may avail themselves of the privilege of visiting this town at the meeting of the school of science. We fully expect to outdo Wolfville, not only in natural attractions, but in hospitality, interest and good will. Nature has been lavish of her gifts, and there is no branch of natural history which may not be studied to advantage here. It is to be hoped the school may become a permanence in Parrsboro, in which case a suitable building would be provided with lecture rooms, etc., and soon a museum could be started.—*Pars. Cor. Hc. Chronicle*.