

tion is simple enough. The benefit is the pupil's; and those of the public backed by our young friends, who deny or fail to see this, start, we cannot help thinking, with a wrong idea of the result to be required or expected from the years spent at school. The proper end of school training, whether supplemented or not by a university course, is not so much instruction as education. The hardest time of mental culture is not reached when a youth leaves school, or even three or four years later takes his degree. The first crop may in some cases be looked for at the latter period; but that we are not here concerned with. At the age of, say, seventeen, if the mind has been carefully trained, and, what is of more importance, if the teacher's efforts have been heartily seconded by those of the pupil himself, enough has been attained in the way of result. The mind, like material soil, requires ploughing, harrowing, manuring, sowing, weeding; and, without pressing the agricultural metaphors to an absurdity, the experiment above mentioned has proved the by no means novel truth that the best instruments for this purpose are the rudiments of language and mathematics, as tending to bring the mental muscle (to mix our figures a little) into most healthful exercise. A well-laid and thoroughly mastered grammatical course is one of the best to which a young mind can be disciplined, and for that reason is, perhaps, most distasteful to the learner himself, unless he be either possessed of more than average ability, or be farsighted enough to sacrifice somewhat of present ease for prospective benefit. It is true that the modern languages, French and German, are more useful, that is, more used in after life; but they are not such good cultivators as the dead languages by reason of their want of fixity. In spite of the deadness of the old dry bones of speech, it is something in the examination of grammatical forms to have embalmed specimens, clear and unalterable, on which to found one's observations. The tendency in this time and labour-saving age is more and more to dispense with grammatical inflexions; and this is the case most of all in our own language. The very absence of these inflexions imparts its peculiar value, as well as difficulty, to the study of a classical language. The amount of mental exertion put forth in mastering these inflexions may be seen by inspecting the attempts of even a moderately intelligent but unpractised pupil to turn the simplest English sentence into Latin. There are substantives to be inflected, with case endings unknown to our mother tongue; there are adjectives to be forced into agreement in several particulars with their substantives; there are verbs dependent on termination for distinction of voice, mood, tense, number and person; there are pronouns, perhaps not quite so hard (to speak as an *alumnus*), but sufficiently embarrassing, especially that intractable rela-