

language than he did five years before; and such instances are often alleged in proof of the baneful effects of chaining boys to the old-fashioned routine of classical studies, instead of giving their intellects free play for exercise on subjects of practical utility! Much might be said, if space allowed, from what may be called the youthful standpoint, on this question. The risen generation were once boys, and know, both by recollection of their own school days, and association with the present race of alumni, how boys feel and reason on the matter. They do not, with rare exceptions, look far enough forward to appreciate the value to themselves hereafter of anything which is for the present irksome. And it cannot be expected that they should. But it will be better for the cause we are pleading to put what remains to be said as the expression, not of public or parental opinion, nor of the very unanimous, if not impartial, decision of those immediately interested in the question, but in the somewhat distasteful shape of a professional opinion, which (readers, be sure) is certain to be one-sided, and must therefore be jealously scrutinized before acceptance, or rejected if possible.

(3) The whole question, in the opinion of many able educators in the mother country, who have devoted their lives to its elucidation, has been misunderstood. In fact, the science of education, like geology, in spite of the advances of late years, is still in its infancy. There is little doubt amongst agriculturists as to the best mode of cultivating turnips—soil of a certain kind being given, the particular dressing from which the finest and richest bulbs will be produced, can, we believe, be stated with almost mathematical precision. But the science of *menti-culture* is not yet so far advanced. Much, however, has been done. The results of an experiment, extending over many years, have lately been given to the world by Mr. Hawtrey of Eton, who, if any one, has a right to be heard on such a subject. It is impossible to do more here than recommend the book to our readers, especially to those engaged in education. It is "*A Narrative Essay on Liberal Education.*" To the question, "What is the manure most likely to yield a mental crop?" this writer appears to answer, without hesitation,—the study of languages, and especially, if we mistake not, of Latin and Greek, together with mathematics, and herein particularly of Euclid. This opinion is arrived at, be it remembered, as the result of actual experiment, not of an unproved theory. The steps which led the writer to this conclusion cannot be here detailed. But he must surely have started with a different rendering of *Cui bono?* from that popularly accepted, and one for which we may, without hesitation, claim his support, viz., that it should be translated *Whose is the good?* and not *What is the good?* as heretofore. And the answer to this ques-

tion
lic b
cann
expe
ing,
instr
reach
takes
latter
say, s
more
those
The n
sowing
absurd
novel t
of lang
mix ou
thoroug
young
tasteful
average
case for
and Ger
are not
want of
it is som
balm
sations.
more to
of all in
parts its
language.
inflexions
intelligent
into Latin
known to
ment in se
pendent or
person; th
alumnus),