

that might have been used to illustrate my meaning ; but I think they will suffice to show that in selecting our method of Latin pronunciation we should, if we understand aright why we teach Latin at all, choose that one which gives the greatest possible help to the student in tracing the shades of meaning of the words he uses, and throws the fewest possible obstacles in the way of his seeing, with as little effort as may be, the "trope and metaphor" just mentioned. As that is what the English method does for the student, we should do our best to foster its adoption—or, I should rather say, its perpetuation—in all our schools. It should be used in the school even though the Roman method be universally adopted by the college.

As I have already hinted, a distinction is to be made in discussing this matter, between the university and the school. The education of the individual, taking it from its earliest stage, is, in a sense, a process of selection or contraction, going from the *general*, as embodied in the all-embracing (sometimes too-much-embracing) common school curriculum, to the *special*, when the faculties are to a great extent turned in one direction, that is, towards the particular calling or profession. In this peculiar sense, we may regard matriculation as one of these contractions. Not

all of those who attend our schools purpose following an academic college course, just as not all of those who take such a course purpose preparing themselves for one and the same profession. So not all of our pupils are going to make a special study of Latin as a language unit ; but all of them, without exception, are going to feel the benefit, unconsciously it may be, of their Latin studies reflected in their increased and more intimate knowledge of their own language. This is my reason for saying that even though the university adopts the Roman pronunciation, the school should adhere to the English method.

But, you will say, this is a strange way to plead for uniformity, to set the school against the college, and I confess there seems some reason for the remark. You will bear in mind, however, that any uniformity we may have must not be obtained at the expense of the child's best interests ; and besides, that we are not so anxious for an international uniformity or even a national uniformity of Latin pronunciation, as a *school uniformity*. And if the benefit to be derived by the student from the use of the English method of pronunciation is greater than can be derived from the adoption of the other ; if his mastery of his own language is facilitated thereby ; then let the *school uniformity* be along the lines I have indicated.

AN EDUCATION BUDGET IN GERMANY.

THE attention which has recently been drawn to the organization of education in Germany, and notably Mr. Sadler's recent article among his "Special Reports," lead us to scrutinize, not only the educational methods, but also the administrative machinery employed in that country. Mr. Sadler's pages are concerned in the main

with one out of several classes of schools, and the inquiries which they contain seem to have been conducted with a view to approaching the thorny subject of the delimitation of Primary from Secondary Schools in England. But there are of course other points of view from which one may regard educational organization in Germany,