

unnecessary things, or by dwelling over necessary ones under the influence of a military organization of the schools, they must put both strong men and strong women into the ranks. The business of education cannot ultimately be at once cheap and good. Mechanism is all right in mechanics, but to develop the highest in character and scholarship both scholarship and character are demanded in the teacher.

How this financial need may be met is another story. If the tax-limits are already reached, the people should turn to the nation for aid to their secondary schools. The rock that Hamilton struck still gushes forth abundant revenue, but none of it flows into the Public School, the place at once of greatest strain and greatest importance to national life."—CHARLES DE GARMO, *School and Home Education*.

AIMS AND METHODS IN TEACHING LATIN.

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OF all the studies at present pursued in our Secondary Schools and Universities, it may safely be asserted that no other, not even mathematics, has been for so long a time the subject of pedagogical effort in Great Britain and on the continent of Europe, as well as in America, as has Latin. Even a cursory survey of the history of education will show that this subject has been for centuries, and, until recent years, one of the chief foundation stones of a liberal education. During these centuries much has, no doubt, been done by enthusiastic educationists in the way of devising methods of teaching this subject, which should tend both to facilitate the acquisition by the pupil of a knowledge of the language, and, also, to make the process of acquiring this knowledge a means of giving valuable mental training. While, as in the Middle Ages, and even after the revival of learning, the literature and knowledge of the world was locked up chiefly in Latin and Greek, the prime object among educators then naturally was, to find the key which would unlock these to the pupil most expeditiously. Hence the efforts of reformers, such

as Ascham and Comenius, would seem to have been directed chiefly to this end, namely, how to give the pupil most quickly and easily the power to use the Latin language.

But time has wrought great changes in regard to the subjects deemed most worthy of place in the curricula of our Secondary Schools and Colleges, and it must be admitted that Latin no longer holds its former unchallenged supremacy in this respect. The great increase in volume, together with a corresponding improvement in the quality, of the literature of the civilized nations of modern times, has diminished, relatively, the importance of Latin as a humanistic study. In a pamphlet circulated among the High School teachers of the Province some time ago, entitled "Modern Languages and Classics in America and Europe since 1880," the ground is taken that both Greek and Latin should be relegated to the category of subjects which have served their purpose and should now give place to Modern Languages, which, the writer contends, are in all respects as useful for educational purposes. Already the influence of this spirit