

At present the education of the teacher of Modern Languages, Mathematics and Science is too narrow, and even the Classical teacher is, as a rule, deficient on the side of Philosophy and Science. We shall never have properly educated teachers, so long as we allow a man to obtain an Honours degree without a previous High School training in all the subjects mentioned. Men whose own education has been narrow invariably take a narrow view of education. To this fact is mainly due the present meagre course of training as prescribed for our High Schools. For that training is practically determined by the Matriculation Examination, and the Matriculation Examination is so constructed that very little Latin, and no Greek, is known by a large proportion of the matriculants. The necessity of an adequate knowledge of Greek and Philosophy on the part of the teacher of Modern Literature may be easily shown. The teacher of German Literature must study the great classical authors of Germany, who include such names as Lessing, Schiller and Goethe. Any one who knows these writers is aware (1) that they were powerfully influenced by Greek literature, (2) that they represent a great movement of thought which runs parallel with the idealistic philosophical movement, beginning with Kant and ending with Hegel. No teacher of German literature can deal intelligently with his subject, who does not know the masterpieces of Greek literature and the history of philosophy, ancient and modern. And he must know these subjects at first-hand, or his treatment of such authors as those I have named will be of the most arid and superficial character.

There are various subsidiary advantages of the method of education I have suggested. In the first place, the whole status of the professional classes would be raised. The clergyman who had passed through a severe training of the kind I have indicated, would become, more than he is at present, the enlightened leader of the people to whom he ministers. His education would tend to destroy prejudiced and sectarian views of life. The theological scholar, even when he began his practical career, would be less likely, as so many do, to drop all higher study. On the contrary, he would feel that, by following out some special line of study—perhaps extra-murally, under the guidance of the University theological professors—he would be preparing himself for