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THE EQUALITY OF GREEK WITH FRENCH AND GERMAN.

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(Continued from February number.)

IN the last number of this periodical I quoted certain evidence in support of my contention that Greek was a fair equivalent to French with German. I desire to add to that testimony the following words of one of the best-known graduates of our University—an honour man in moderns as well as gold medallist in classics—Professor Fletcher of Queen's College: "In my opinion a student can become more proficient in French and German together in a given time than in Greek alone, and I have still to meet the man who, having a tolerable acquaintance with the three languages, will deny it. Indeed, the argument for the study of French and German as against Greek is usually based on this very fact: 'you acquire two languages,' it is said, 'instead of one.' So the fox in the fable, 'I have three cubs; you have only one'; 'yes,' said the lion, 'but a lion.'"

I have spoken first of French because it appears to me self-evident that French is infinitely easier than Greek to an Englishman. Would it not be easy to construct whole sen-

tences of intelligible and rational French, which could be translated by an intelligent, well-read Englishman, whose knowledge of French was acquired in a dozen lessons; simply owing to the very large number of words common (except for a letter or two) to the two languages? In the case of German, the difficulty of the language is obviously much greater, and the deplorably limited time which I have given to it prevents my speaking with as much confidence. After devoting to it not one hundredth, nor, I think, one thousandth part of the time given to classics, I find not unnaturally that Latin is easier now to me, and, on the whole, Greek also; though if I should open at random a book of Greek and of German poems, there would be, I believe, a fairly large minority of cases in which I should catch the idea of the German more quickly than of the Greek. I need hardly add that this inability to read German with ease is one of the worst features of ordinary English classical education, and one which personally I most regret. I look forward to the