

a question whether the universities should not follow suit and establish a matriculation course without foreign languages. The mere possibility seems a heresy, but better than the sham knowledge of languages, represented by thirty-three, or even forty per cent. If a natural science or mathematical course, to which such a matriculation would only lead, should desire to add a language, the necessary knowledge could be obtained after matriculation.

This brings us to the universities where traditional and antiquated views, combined with prejudice or vanity, still bear sway to such an extent that scarcely any course of study, general or special, seems possible without a substratum of Latin. This substratum is in the majority of cases as devoid of solidity or real value as in the secondary schools, and for the same reasons. It may be different in the honor or voluntary classical course, where, owing to more extended study, it is possible that valuable knowledge, real mental effort, and consequently some culture, are obtained. Yet the value of the study is here, too, no doubt diminished by the use of ready-made translations, as well as by the frequent practice on the part of some instructors of delivering "lectures," that is, of reading a translation to their classes, and so freeing them from any independent work.

Latin then has no special culture value all its own. It is not the indispensable basis of scholarship; nor is it along with Greek and philosophy scholarship itself, as some belated pedants pretend. At its best it gives results inferior to those obtained from modern languages.

The study of Latin was originally carried on entirely for its practical value. When the Roman Empire fell, and before the new languages of the rising nationalities had time to produce literatures of their own, or even to develop fixed linguistic forms, Latin was used, in the first place, by the church, as a universal medium of communication, as well as to give it prestige in the eyes of the multitude, and then by the so-called scholars of the middle ages for the same reasons, and was consequently the language of the schools of the period. The study of it was, therefore, at that time, most practical and necessary. The general effect of its use was to retard the growth of the vernaculars and the development of their literatures; in other words, it suppressed general intellectual growth. That is also its effect now, even if the delusion that has followed in its wake produces no little conceit and arrogance. Yet, in spite of its early repressive influence, the native literatures developed, and as they did, the Latin authors were published and translated, as well as imitated, so that in process of time their best thought became incorporated in the modern literatures, while they themselves became available in translations. Herewith the practical need of Latin ceased; but, its study was continued, and its present fictitious value established, with the results noted.

But, apart from this mythical culture value, it is claimed that English cannot be properly appreciated without a knowledge of Latin. We have seen what this knowledge usually amounts to. English, although influenced by Latin through the French, is essentially a Germanic language,