

put himself into direct communication with all contemporary learning. So far as I know, there is no difference of opinion among American scholars as to the need of mastering these two languages in youth. The philologists, archaeologists, metaphysicians, physicians, physicists, naturalists, chemists, economists, engineers, architects, artists, and musicians, all agree that a knowledge of these languages is indispensable to the intelligent pursuit of any one of their respective subjects beyond its elements. Every college professor who gives a thorough course of instruction—no matter in what department—finds himself obliged to refer his pupils to French and German authorities. In the reference library of any modern laboratory, whether of chemistry, physics, physiology, pathology, botany, or zoology, a large proportion of the books will be found to be in French or German. The working library of the philologist, archaeologist, or historian teaches the same lesson. Without a knowledge of these two languages it is impossible to get at the experience of the world upon any modern industrial, social, or financial question, or to master any profession which depends upon applications of modern science. I urge no utilitarian argument, but rest the claims of French and German for admission to complete academic equality on the copiousness and merit of the literatures, and the indispensableness of the languages to all scholars.

Such being the reasons for teaching French and German to all young scholars at an early stage of their training, what is the condition of these languages at American schools and colleges? For answer to this question I will describe the condition of instruction in French and German at Yale College, an institution, I need not say, which holds a leading position among American colleges. No know-

ledge of either French or German is required for admission to Yale College, and no instruction is provided in either language before the beginning of the Junior year. In that year German must be and French may be studied, each four hours a week; in the Senior year either language may be studied four hours a week. In other words, Yale College does not suggest that the preparatory schools ought to teach either French or German, does not give its students the opportunity of acquiring these languages in season to use them in other studies, and does not offer them any adequate opportunity of becoming acquainted with the literature of either language before they take the bachelor's degree. Could we have stronger evidence than this of the degraded condition of French and German in the mass of our schools and colleges? A few colleges have lately been demanding a small amount of French or German for admission, and a few schools have met this very moderate demand; but, as a general rule, American boys who go to college devote from two to three solid years to Greek and Latin, but study French and German scarcely at all while at school, and at college only for a part of the time during the later half of the course. The opportunities and facilities for studying Greek and Latin in our schools and colleges are none too great; but surely the opportunities and facilities for studying French and German are far too small. The modern languages should be put on an equality with the ancient.

The next subject which demands an entirely different position from that it now occupies in American schools and colleges is history. If any study is liberal and liberalizing, it is the modern study of history—the study of the passions, opinions, beliefs, arts, laws, and institutions of different races or communities, and