

what manner of men we are and ought to be.

#### VIII.—INTER-RELATION OF KNOWLEDGE.

Teachers of modern languages, perhaps more than any other men and women, except the teacher of history, ought to have a sense of the interrelation of the various branches of knowledge. The classical man may, and sometimes does, look down upon the modern languages as not being worthy his pursuit. In that he makes a great mistake, for no man can be counted a thorough classical scholar nowadays, if he does not know something at first hand of French and German criticism and archaeological research, while his so-called philology, as still treated in some universities, is woefully incomplete without a study of the variations from the old Latin forms presented in the successive stages of the Romance Languages. Yet the classical man who lacks a knowledge of modern languages is no worse than the teacher or student of modern languages who thinks that the Strassburg Oaths are the real beginning of the life of the world. Without Latin at least, Romance philology is ridiculous and much of French literature (to speak of no other) difficult, if not impossible, to appreciate.

Classicist and modern have fought in Ontario in the days gone by, and I am not sure that the fight is over yet. Instead of so doing, they ought to have been working together as those whose cause is one, for the advancement of the interests of education generally, and they ought to have been learning from each other methods

of instruction in their favorite subjects of subjects.

History and philosophy touch all departments of human knowledge at so many points that, without them, study of the literature and language of any nation, ancient or modern, has next to no meaning. Without Kant, where were Schiller? and without Comte, where were Taine and many another writer of France in the last century? To the philosophers and historians, then, we are under obligations, which, happily, we can in some sort repay, for no philosopher now can do his work without German, and, in my opinion, without French also. To him who would study the history of Canada, French is absolutely necessary, while the body of historical literature in this country would be much less than it is, were it not for the work that has been done in the province of Quebec.

The great mathematicians and the great men of science in France and Germany, together with their great inventors, have made it impossible, as we all know, for students, manufacturers, and business men to disregard their work. Once again, we students and teachers of modern languages have a part to play in this co-operative work of education and of facilitating the increase of the sum of human knowledge. In return we gain from the men of science and the mathematicians the benefits of their method. Moreover, if we will but let them have their full influence, we may have the benefit of learning from our study of the best French writers, from Pascal onward, the merits of clear expression due, on the one hand, to