

English; while, speaking generally, French and German are studied for a considerably shorter time, and are, during this time, given relatively fewer recitation periods. German, in the time usually allotted it, comes as far behind French as French is in many cases behind Latin. If this difference in the time allotted is on account of the relative difficulties of the three languages, then German should clearly rank second. But it is more probably a matter of tradition and seniority, or of "culture," a matter which none the less requires reforming.

Considered from this standpoint, the reality is the opposite of the traditional view, at least to judge from results. More practical knowledge and mental and moral training, and consequently more culture, are obtained from the study of French and German than from that of Latin, and more from German than from French.

Statistics show that of all students entering the secondary schools, only ten per cent. pass on to the universities, where the study of Latin is supposed to be further prosecuted, while of the remaining ninety per cent. studying Latin, more or less drop out at different stages of their course.

The first year of this course seems usually to be devoted to a formal study of the Latin grammar as far, in some cases, as the declension of the adjectives, in others as far as the regular verbs. The second year is devoted to further formal grammar, supplemented by the reader. The third to a couple of books of Cæsar, and the fourth to a book of Virgil, or some chapters of Cornelius Nepos, or equivalents, and, be it added, these au-

thors are in most cases prepared by means of those ready-made translations, called "cribs" or "ponies."

The study of grammar, *per se*, and scraps of it at that, is a useless study from any point of view. Translating bits of reader literature is not much better, if it stops there. The last stage, viz., author reading, if properly, that is, independently, done, is doubtless of value, but prepared in the manner referred to the results are worse than useless.

Accordingly, those students who leave school after one or two or three years, and very many do so, may be said to have wasted the time thus devoted to the study of Latin, while those who take the full course have at best but a sorry grasp of the language. This also is the status of the matriculant.

Of the foreign modern languages of the course, neither one is compulsory, and when they are studied, it is generally for a shorter period of time. Nevertheless valuable results are obtained. Owing to difference in aims and methods of teaching, as well as to the fact that they are spoken by peoples, our contemporaries and our equals in civilization, they appeal to the student with a force lacking in a language dead for nearly 2,000 years. It would therefore seem that the least concession in the matter, that should be made to common sense, would be to putting, and make them all optional to the extent of requiring any two for these languages on an equal foot-matriculation—for special matriculation courses, at least.

For in view of the recent regulation of the Department of Education, abolishing after a stated time, of foreign languages for the Junior Leaving examination, it is perhaps