

tion. Usually they require 15 units. A common division is English 3, foreign language 2, mathematics 2, history and civics 2, and science 1, with electives 5. In the majority of cases work in home economics, freehand drawing, manual training and shopwork, stenography and bookkeeping is accepted; the condition being that two hours of laboratory work be ranked as equivalent to one hour of ordinary class instruction. Where students study foreign language it is common to find such a regulation as this, "Both units in the same language."

The following regulation from Leland Stanford Junior is suggestive: "The proper co-ordination of high school subjects for the individual pupil is regarded as primarily a problem for the secondary school. The university is prepared to recognize for entrance credit any subject having an established place in the secondary school curriculum in which adequate instruction is given, and which is pursued to satisfactory results. No prescription other than English is made. Candidates desiring to study mathematics must obviously offer such elementary mathematics as is not taught in the university. . . . Candidates desiring to study Latin should offer at least two entrance units in that subject." (This is just what we have asked, that high schools have a free hand in determining their programmes; that pupils prepare along the line of their definite needs; that prescription be limited.)

From all this it will be seen that the American state universities as a whole seem to take the reasonable ground that what should be required from students entering a university is ability to enter upon the courses offered, rather than attainment in arbitrarily selected subjects, and that a degree should be granted not because one before entering the university has dabbled in several foreign languages, but because during his attendance of four years he has done creditable work in some worthy field.

Now I am convinced that objections will be taken to the motion, and I am not going to forestall these excepting on two points:

1. It may be said that there is no proper substitute for a second language. The answer is, give more of one language; give more English; admit equivalents in practical work. Let us get away from the assumptions that university privilege is for the few, and that there is something sacro-sanct in the study of languages. Let us make the university open to the people and to all the people. Any good study in the secondary school may be accepted in lieu of the second language. Personally I am in hearty accord with Leland Stanford Junior, which prescribes English alone, but I am not asking the Council to go that far.

2. It is said that Latin will die. Well, it has had a place in the sun for centuries, and if it cannot now stand on its own merits in competition with other tongues it should die. I have no fear of that kind, however. I am convinced that it has attractions and advantages that will always commend it to students. It needs no bolstering by way of compulsory legislation. In the U. S., where there is an open field, the number taking Latin is on the increase, and the leading advocates of classical study fear that too many are attempting Latin. This is what is said by Bennett and Bristol, probably the best known advocates of the teaching of the ancient classics and the highest authority on method: "Latin is good for those whose gifts enable them to profit by its study. It is not, however, capable of popular distribution like so much flour or sugar. Because Latin is a highly effective instrument for the training of certain minds, we must not think that the efficiency is contained in the subject per se. . . . Observation convinces me that many parents and pupils labor under a serious misconception on this point and that many are ambitious to study Latin whom nature has not endowed with the capacity to benefit by its pursuit. The present enormous increase in the number of Latin pupils in our American secondary schools seems to justify calling attention to possible dangers in this direction."

3. It is said that some other degree should be granted to one-language