

ledge of French or German or both ; they come to the department of moderns asking for a simple homely fare, sufficient to support intellectual life, but nothing more—since they look to other departments for the condiments and luxuries of their menu. They ask for nothing more difficult of digestion than plain bread and the department answers by thrusting upon them fish, stones and scorpions all at once ; history, archaeology and philology at one fell swoop ; anything and everything the addition of which tends to make the pass French or pass German sufficiently difficult. The ideal time when every undergraduate of the university whatever his department will be eager to possess a pass knowledge of French and German, will never come if this is to be the nature of pass French and German. A course more calculated to rob moderns both of its popularity and its usefulness than the addition to it of history, archaeology and philology, entirely unnecessary for a working knowledge of the French and German languages, cannot be conceived. And this brings me to a fourth point : is not this a sound principle to lay down, that the object of all language-education for undergraduates so far as the intrinsic value of any language is concerned (and in the case of moderns this intrinsic value rather than the educational value is prominent) should be to furnish them with a working knowledge of this language ? Nothing less than this, but on the whole, and for most students—in the pass undergraduate course—nothing more. Nothing more for three reasons : first because the undergraduate course does not contain time usually for extreme specialization if the other subjects contained in it are not to be neglected nor a defective one-sided development fostered ; in the second place because

once given this working knowledge, and upon the foundation thus laid a superstructure can be reared ever higher and higher as long as life lasts ; and in the third place but most of all because as a general rule the minutiae connected with language-study, the history of the growth of words, of their change of meaning, of their change of sound, all that is included in the science of philology, is out of place in an undergraduate course ; its educational value being infinitesimal however great its intrinsic interest.

This principle applies to classics of course no less than moderns. Directly it shall please Providence so to alter our mental structure, that our classical honour-men shall attain a working knowledge of Greek and Latin literature in less than four years, directly they shall be ready to plunge into post-graduate study of the history of the Greek or old Italian dialects before finishing their undergraduate course, by all means let them be rudely arrested in their mad career and set down to some less superfine and more profitable study : to biology, chemistry, physics, trigonometry or modern languages, the last named recommended. All these things have an educational value, though not the same educational value ; all of them or almost all have also an intrinsic value ; and all of them from one or both points of view will compare favourably with either classical or modern philology. Modern languages, for example, have an educational value—even though it be not the chief value attaching to them—they have also an intrinsic value, wide as the human mind itself, extending to every department of thought. On the other hand from the educational side philology has practically no value ; from the side of intrinsic interest its value is great but almost confined to one department of thought and attrac-