

tioning, which implies answering." If we want to learn the art of questioning well let us study Plato and Socrates. Grammars come after some knowledge at least of a language, as generalization comes after the facts observed, though the pupils are instinctively learning grammar from the first sentence they hear. A French grammar written in English is a most detrimental book for teachers and pupils. Our language conversations should be of the highest tone, be worthy of ourselves, should have *esprit*, talent and good sense.

There are three classes of languages, the languages that all acknowledge to be living, as French, German, etc., the languages that all acknowledge to be dead, as Latin, and the languages that some people think are dead and that are living, for example the Greek. The first class of languages has been discussed. The second class, represented by the Latin, will require but few words. The main difference between the teaching of a modern language and Latin lies in this. There are many modern thoughts that the Romans did not have. Times and thought have changed. The Latin language died and was petrified at a certain stage of growth and did not form new words to meet the growth of thought. It would be useless then to speak in Latin of those things which employ the minds of men in their everyday life. But to be able to appreciate the Roman writers we must come to understand their language. We must speak in Latin of those things which interested Cæsar, Virgil, Tacitus, Horace, Livy, Juvenal, Cicero and Ovid. Introduce the child at once to Cæsar instead of to uninteresting words and detached sentences. Cæsar has been kind enough to make the first chapter of his commentaries of such a character as to readily admit of this—not that he at all intended to do so. You may ask hundreds of questions in Latin on that first chapter and not have exhausted either the chapter or yourself. Dr. Sauveur's motto in teaching Latin is, "Speak Latin, but only the Latin which occupied the noble minds of antiquity." Outside of this the methods are the same as for modern languages. Let no teacher of Latin be without Dr. Sauveur's excellent book, "*Colloquia Cæsariana de Bello Gallico*". Translations should be rendered with no shadow of a shade of difference in meaning from the original.

I think that McGill University, in bringing out last