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The elections for the various school boards have taken place. They have resulted in bringing into office much the same class of men as that from which previous school boards were drawn.

We should like to see a change made in this matter. School boards are responsible bodies, and their responsibilities extend over many and various branches. From the choice of the head master to the salary of the caretaker, on all matters connected with the school of a town, the inhabitants of that town have no one to look to beside the board. Looked at from this point of view the office of school trustee may be regarded as one of the highest municipal offices in the gift of the people. Being so it would be only right and proper that such offices should be filled by picked men—men, not only of good education but with sound common sense, a keen sense of justice and a good knowledge of character.

We are sorry to see, however, that in the vast majority of cases very different qualifications have been deemed sufficient to permit a man to take his seat at the board. It is a pity. Teachers will suffer; pupils will suffer; and the community at large will suffer. However, it is too late now to lament the facts. We can only hope that by process of time the election of school boards will be freed from the baneful influences of politics, creeds, and cliques.

The question as to whether the study of Greek and Latin shall be eliminated from universities and schools, is constantly being discussed, not only in Canada, but also in the United States. A writer in a recent number of *The Century* says, in reference to this controversy, "I emphatically do not admit that Greek and Latin should be displaced, or replaced, in our schools. There is nothing suitable to replace them. Let them stand. But if they are removed, it cannot be for long. There will follow a revival of letters. But we cannot afford even an interregnum.

"Why is the maintenance of the classics in their place as part of education desirable?"

"I answer, because the study of language is important, and to study language, in Latin and Greek, and through Latin and Greek, is the best method available. There is a strong set of tendency now toward studying things, as the phrase is, rather than words. The phrase itself is an argument—but it is an argument existing in words, and in words only. In short the phrase is a capital instance of precisely what it ostensibly condemns; namely, barren practise in empty words. But not all dealing with words is such. For words are things, in a most true and most momentous sense. When we study words, if we study them right, we are studying things. And words are things eminently worth studying. They are the highest natural product of the highest animal in the circle of nature. To distinguish words, as it is often sought to distinguish them, from things, is unscientific.

"But besides this, language is the great instrument of life. Nearly everything that men do in the world is done with the use of it, and I venture to say that there is no other single study whatever so immediately and so immensely practical, fruitful, as is the study of language. In this you undoubtedly could get along without Latin and Greek, and accomplish much that is desirable. But these tongues furnish us the best means existing to the study of language, and our own language is itself largely rooted in these ancient tongues. Once more, the process of translation is an unequalled exercise in two important activities of the human mind, namely, the obtaining and expressing of ideas through words.

"The mind may be comparatively remiss in studying French and German. Of course, to acquire knowledge enough of them to use them freely for conversation is not easy, or rather, it takes time, and a condition not to be supplied in any scheme of general education; that is, actual residence among people that speak the language studied. Replace Latin and Greek with French and German in our colleges, and the result would be only to produce a generation of smatterers in French and German, instead of smatterers in Latin and Greek. And there is something in the study of Latin and Greek that at least makes intellectual muscle, by providing occasion of effort to the mind; and I fear that the just-mentioned result, certain to follow the substitution of French and German, would not be solitary. I fear that easy-going drill in French and German, would melt intellectual muscle, in place of making it.

"While we Americans are discussing this question as if our minds were not yet made up, the Germans, across the sea, having made up their minds through experiment, are restoring Latin and Greek to the schools from which the urgency of scientific propagandism had excluded them—convinced that no drill but drill in the ancient languages qualifies satisfactorily even for scientific study."