

time when the circumstances of our Canadian schools and schoolboys will permit every boy to learn German as well as French, and when no classical honour man of our University will be without a pass knowledge of German. Conversely I look back with unceasing regret in this respect to a certain typical English classical school, where the entrance of the French and the German master was the sign for a welcome "vacation" from the intellectual exertion and strain of Latin prose and Thucydides; and a welcome conversation (in English) with entertaining foreigners (one of them an exile of note) on the iniquities of Napoleon III., or the victories of the Prussian army. But I can assure the champions of the modern languages that even in this case the indifference shown to the languages implied no disrespect to their professors, who were particularly popular and admired. They held, for example, an entirely different position from the teachers of mathematics, who were only allowed to take the boys in hand in the evening when they were tired, and whose academic status was damaged by the fact that one pair of hands at least, which, in the evening, dispensed arithmetical sums to us, dealing with the prices of sugar, butter, and tea, was redolent of the articles themselves, and had, in fact, been dispensing them to us during the day across the counter of a neighbouring corner grocery. Not to dwell longer on this part of the question I may be permitted to observe that I have done what I safely could to secure the ideal I have described above by already exacting in the new curriculum the pass French or German of the two first years from classical honour men. I would exact both if circumstances permitted any but a very small minority of Canadian schoolboys to take honour classics with two modern languages in addition to their other sub-

jects. I will not exact both pass French and pass German at the expense of an honour standing in classics, but directly there is any hope of the average would-be classical specialist being able to take a pass course in both modern languages, I will vote for the exaction of both, as I wish most sincerely both had been exacted from me, instead of those interludes—agreeable, but misplaced—of French and German politics.

I come now to discuss an objection which is sometimes offered to the old scheme of making Greek equivalent to French with German. "If," it is said in effect, "it is impossible to attain in any given time to that same degree of familiarity with Greek which can be attained within the same time with French or German, still why make Greek equivalent to French and German and thus cast a stigma on the modern languages? Why not so increase the work in French and in German for the pass course in these languages till in both cases it is equal in difficulty, and in the amount of time and labour involved, to the pass Greek? Cannot this be done?" Of course it can be done; nay, I will go further, and say, that every one who has had a seat at the Board of Examiners at recent examinations knows that the standard in modern languages has already been raised both in the pass and honour course; as for the honour course, the class lists of last May amply prove this assertion, nor can any objection be taken to such a raising of the standard. But in the case of the pass course there are two questions. (1) are the examiners trying to raise the standard? (2) Is it reasonable that the standard should be very much raised? In regard to the first question the lecturers in modern language and the examiners contend that pass French and pass German should each be as difficult as pass Greek, and that