

trolling principles of our art, literature, and philosophy, as well as those of science are essentially Hellenic." What a predicament the exterminator of Greek study would be in when, while enlightening his pupils on cotyledons or collenterats, he would be confronted with the delightful task of explaining to his pupils (If indeed he had studied Greek himself) what these words mean and why they are employed—or perhaps he would unbend so far as to mention that it really does not matter what the words mean or how they are spelt; that they are borrowed from a language spoken long ago by a people who had no Stock Exchange, and whose ideas therefore are of no use at the present time.

Indeed it is hard to bring home to the utilitarian that such is not the case, and the number of Greek students has diminished accordingly. For, about twenty years ago the high honor in which Greek studies were long held, had been exchanged for indifference, or even contempt, especially in America, where a hurried education planned for "practical life" was said to be taking the place of the old liberal education intended to breed gentlemen. Our best institutions, including Harvard, Johns Hopkins, Cornell, Columbia, and Stanford, grant the Arts degree to persons who do not know the Greek alphabet. In 1895 Columbia had only 38 per cent. in classical courses; while in Cornell, the University of Wisconsin, and the University of Minnesota the number ranged between 13 and 15 per cent. in the same year. As regards the University of Pennsylvania, it graduated but 34 per cent. in Arts in 1897. On English soil the study of Greek was tottering. At a conference held at Oxford December 23rd, 1890, by the Headmasters of the public schools, the resolution of the Headmaster of Harrow—"That in the opinion of this conference it would be a gain to education if Greek were not a compulsory subject in the Universities of Oxford and Cambridge," was rejected only by a majority of two (thirty-one noes against twenty-nine ayes). Of course these learned gentlemen in their endeavour to satisfy public opinion had no intention of eliminating Greek from the curriculum. But it is easily seen that in time, with optional Greek, the students would avoid so hard a study, and choose an easier substitute.

But the decline has ceased and now Greek is once more returning to its old place of pre-eminence in educational circles. In Uncle Sam's domain Greek stock has risen from 33.62% in classical education for the year 1890, to 49.59% in 1910. The outlook is promising and with careful handling by our university brokers,