

him in his investigations after truth; wherein he may be moulded to those habits of research and trained to that accuracy of perception as well as vigor of grasp which effectively enable him to explore to purpose every department of knowledge; if for these and kindred ends such *Training Institutions* as this exist, then we claim for the Classics as taught in the present age a foremost place in these *Educational* appliances. Why has so prominent a position been accorded to Mathematics in every programme of University studies? Not because a familiar acquaintance with such dry truths as that "the angles of a triangle are together equal to two right angles" possesses in itself a *pecuniary* value, but because as an *Educational* instrument it has an untold worth; inasmuch as it trains the mental powers to exactness, as it teaches the reason in establishing an elaborate and complex argument to build from premises surely laid to a solid conclusion, again to make this the foundation of another storey, and so on to successive elevations, until at length it crowns the structure with the cope-stone, whence may be had a clear and extensive view over the domain of truth. In the same rank as a *training medium*, as an *elevating lever* must a position be assigned to the study of the Classical tongues, pursued in the manner in which it has been in our higher seats of learning during the past fifty years. On what plea rests this claim? In the classical room special attention is now devoted to the investigation of those root-sounds which form the basis of the Greek and Latin languages, and their expansion through successive ages until they attained to the copiousness and refinement characteristic of their full maturity in their Periclean or Augustan eras. The laws which governed this development; the influences which operated in this transforming process, as illustrated by the analogies found to prevail in other ancient tongues, are being brought to light