

Arts.

THERE is a spirit in the Classical departments of some Universities which we hope will never reach Queen's and that is the spirit which turns the noblest productions of ancient genius into collections of Latin or Greek words formed for the purpose of drilling students on grammar. Those who manifest this spirit often give their students a positive distaste for the Classics and leave them until the end of their days questioning the value of their studies.

The writer of this article was talking not long ago with a gentleman, a graduate in English of one of the American Universities and a man of considerable culture, and he confessed that he had never seen anything useful or vital in Classical studies. To him the productions of some of the greatest minds the world has ever known were merely "bundles of dead vocables."

The fault of this method of teaching the Classics is that it exalts what should be a means into the end. We must not be understood as objecting in the least to grammar. Quite the contrary. We believe that grammar and philology are necessary adjuncts of every properly equipped Classical course. But what we do object to is the reading of the works of great writers with a view only to the words they use and their peculiar constructions. The whole aim of Classical study is to establish an intercourse with these men so that we may know their minds and catch something of their spirit. In no way is it possible to gain a higher culture than by putting oneself in complete touch with some Classical writer. The ef-

fort required to put oneself at the point of view often so different from the modern, is in itself of the very highest value in broadening the mind and making it sensitive to noble and beautiful thoughts.

The philological side of the authors is of great importance for it enables the student to see and feel the writer's use of language. But Philology is not Classics. The study of the Classics is the study of ancient thinkers and their thoughts, not the study of ancient writers and their words as the be-all and end-all.

It is no wonder with such a method of teaching in vogue that Classical studies should be despised as they are in some quarters. We think that it cannot be too much impressed on students during their course that the aim of their studies is to make them able to read easily and to appreciate the great writers of ancient days, and we believe that this spirit of the study of literature and not merely of words and constructions is the atmosphere of Queen's.

As usual, the papers of this quiet town are almost thrown into convulsions over the conduct of the students on election night. A parade up Princess street is pardoned if the students walk quietly along like boarding-school misses out for a promenade. If they begin to run their characters are straightway gone and they become "educated rowdies." It is amusing for some of those who took part in that awful exhibition of rowdiness to read these accounts. All that is needed to make them perfect is an artist such as he whose soul-stirring imaginations adorn the pages of the *Utica Globe*. The public would then