

the verb. Fourth, a wide divergence due chiefly to the third group of differences, the copious inflections.

Well may the student pause and consider the reasons for studying a presumably "dead" language so beset with difficulties. This fact in itself constitutes a splendid argument in favor of Greek study. The study is so severe that it needs the earnest application of the mind. The study is averse to indolent intellectual ways; and what employer is there, be he magnate or village store-keeper, who would not engage the man taught not to shirk work? And that man is to be found in colleges, where Greek is still a compulsory subject.

Anyone with any knowledge of history will admit that the children of Ion were a progressive people with a peculiar adaption, inherent in the race, for all things beautiful; and with a natural aversion to the unsymmetrical. As a result, wherever Hellenic influence was planted, there sprung up a study plant, fragrant with ideas and shedding a purifying influence among native conceptions. The prime object of Greek study therefore is to gain an intimate knowledge of Hellenism, as a great force in civilization. The first aim in teaching Greek is to lead pupils to a personal acquaintance with that force. That Hellenic force has been profound, lasting, persuasive. It has come down to us from remote ages. It is the one binding link in the chain of the mysterious past forged by the Hellenes. And if we would become acquainted with those secrets, we must study Greek. Any language that has withstood the ravages of time and possessing such connections is surely worth our consideration.

Some people, especially the "you've got to show me" American, think Greek study decidedly inferior to scientific and commercial education. But why is our interest in the beginning of Hellenic history so intense? Why do American scientists and others unearth the relics of Ionia's glorious ruins? Simply this: these men believe most sincerely in the great power and educational force of ancient Hellas, yet these men would prevent the younger generation from communicating with this hidden past, by making Greek an optional study in our centres of learning. This step, after all, is but a rung in the ladder of elimination. The situation is best expressed in the words of Sir William Osler, himself a noted scientist: "The tap-root of modern science sinks deep in Greek soil, the astounding fertility of which is one of the outstanding facts of history. Though not always recognized the con-