

dent: he discerned the jutting base of the beetling shaly wall and grasped it in time.

When, a few years after, the Six Nation tribe succeeded in gaining possession of the Island, this grateful survivor painted the scene in *perpetuum rei memoriam*.

M. B.

The Place of Greek in Higher Education.

"What will be the effect on the study of Greek at schools if Greek be no longer a compulsory subject at the Universities, first for candidates for honors, second for candidates for degrees?" This is the pertinent question put to the Head Masters of the English preparatory schools in a circular letter sent out by W. Chawner, M.A., Master of Emmanuel College, Cambridge. It is an evidence of recrudescence of the old restlessness as to the relative value of the classics on the one and the scientific studies or moderns on the other. Like Banquo's ghost it will not rest and although conservative influences are waging a mighty struggle in favor of retention of the old ideals, it would seem at least here in America and in this actual epoch of material and utilitarian striving, that the innovation is gaining ground. To find the general trend of thought of the educators of England best fitted to judge for their respective constituencies, Mr. Chawner addressed one hundred and three members of the Head Masters' Conference. Eighty-six replies were received for publication. Mr. Chawner has included them in a pamphlet just to hand by the kindness of the Parliamentary librarian, and has prefaced them by a sound analysis of the issue, from which we select the following.

"I entered on the discussion (of the proper place of Greek) in higher education in England, with the conviction that the study of the language and literature of Greece is the most valuable element in the education of those boys whose tastes are literary rather than scientific, and that to sacrifice it altogether, to reduce it to the position now held by Hebrew in the teaching of secondary schools would be an irreparable loss to the nation."

"On the other hand, the growth of modern sides at secondary schools where little or no Greek is taught is due to a natural and