

been fierce at times, desultory at times, and unsatisfactory always, for three centuries in most civilized countries. Within our own times Dr. John Stuart Blackie has fought a winning battle for the introduction of Greek as a living tongue. I have been told that a modern Greek has been installed as professor of Greek in one of the Scottish universities. Dr. Blackie says, "Modern Greek is not a patois, a mongrel, a hybrid or degraded dialect in any legitimate sense of the word; it is the same language in which St. Paul delivered his discourse to the Athenians from Mars Hill in the first century, with only such slight variations as the course of time naturally brings with it in the case of all spoken languages which have enjoyed an unbroken continuity of cultivated usage." Greek has enjoyed this for three thousand years. "Possibly I may yet see the time when not only young men in the public service of the country, frequenting various parts of the Mediterranean, will, as a matter of course, speak Greek as readily as French, but even the professional inculcators of scholastic Greek in our great schools and universities will release somewhat of the rigidity of their method and institute practical exercises in colloquial Greek as a most beneficial adjunct to the severity of their strictly philological drill."

It does not matter, however; when we begin this subject of the natural method, we get back to a woman at last. Was it not by the natural method that Mother Eve taught little Cain and Abel those primitive sounds with which she had been intuitively endowed and by means of which she communicated with Adam? Are not the mothers of every land on earth teaching their offspring in just this natural way. Some of the so-called natural methods in vogue are parodies on nature. What mother teaches her native tongue to her child with grammar in one hand and dictionary in the other? Every mother knows that the child must first have the sentences, first be able to speak, and then having the natural expression of thought, it will come to appreciate the grammar—"the artificial arrangement of generalizations with respect to language."

But time passes and we want to have a look at Dr. Sauveur, the mainspring of the machinery of the Summer School. Dr. Sauveur's success as a teacher of languages—and this has been remarkable—is due largely to his own personality. His wonderful versatility, his brightness, his