

manently fixes valuable knowledge in the student's mind and gives him much development at the same time. The powers of concentration, of perception, of constructive imagination, and the powers of judging and reasoning are called into vigorous action : and the student, as a result, forms the habit of applying his knowledge to practical issues. Under proper conditions, therefore, so far as the intellectual powers are concerned, the natural sciences can perform the same functions in the process of development as do the dead languages.

Again, since the student in studying the dead languages acquires the habit of relying on his lexicon as the final court of appeals, his faith in tradition and reverence for authority are strengthened, and as a result his ability for independent thinking is weakened. On the other hand, by coming in contact with scientific thought, his individuality and his desire to know the truth are stimulated, and he is thus prepared to exercise his abilities to the best advantage.

Once more, let us take into consideration the utility of the two studies. It has been urged by the friends of the dead languages that much useful information is lost to the person who is unable to read the literatures of Greece and Rome in their original tongues, that it is impossible for one to get a thorough knowledge of the use of English words without studying their derivation, and that the faculty of expression cannot be delicately trained without the Latin and Greek languages. As to the value of these statements thinkers differ. But it seems to me that whatever the literatures of Greece and Rome contain that is of intrinsic value has been carefully translated into English ; that a sufficient knowledge of the use of English words can be acquired by studying their history, that is, by studying English classics ; or, if the derivation ought to be known, that it is not necessary to spend three or four years in studying little else than Latin and Greek ; and that the power of expression is best developed by the student's forming for himself proper mental habits when he is engaged in reading the standard authors—that is, let him form the habit of analyzing the sentences as he reads, and of ascertaining the exact force of every important word in a sentence.

But whatever the value of the above statements, we know as a matter of fact, that, to the masses of people in practical life, the dead languages are of little importance. A knowledge of the doings and sayings of Cicero, or of Demosthenes, is not of much value in the sharp competitions of modern times. Now, on the other hand, as Mr. Spencer has pointed out, a knowledge of the natural sciences—of physics, of chemistry, of physiology, of biology, of sociology—is valuable in every department of life from the family circle to the affairs of the state. Evidently, then, if scientific knowledge can be made to perform the same functions