

play and words are pronounced." And again, "The acquisition of foreign languages modifies the cerebral processes just described, by rendering them even more subtle and complicated." And again, "The process of acquiring foreign languages, in addition to the mother tongue, modifies the original process by extending, refining and complicating it. Impressions are immensely multiplied, and the mind becomes accustomed to take cognizance of such subtle differentiations that its delicacy of perception is indefinitely increased. The capacity to appreciate subtle distinctions, more subtle than those existing in nature outside of the mind, is essential to scientific work. It is also essential to a high grade of culture. Not unjustly have language studies been entitled 'Humanities,' for it is the grade of mental development which they foster that is necessary for the harmonious and finely equitable maintenance of social relations." If this be so, and anyone who will carefully read the reasoning by which it is supported will see that it is so, the great value of language study as a means of culture is established. But in the past, although there were many who would be willing to grant the truth of Dr. Jacobi's conclusions with respect to Latin and Greek, very few were willing to admit that they were true of any other languages. The modern languages have had a hard fight, and the battle is not over yet. Even now there are comparatively few who are willing to concede their claim to be regarded as efficient instruments of culture.

The strength of the claim of any subject to a place on a curriculum of study depends (1) on the usefulness of the knowledge of its facts and principles, and (2) on the amount of training afforded by the acquisition of this knowledge. Considerable discussion has taken place amongst edu-

cators as to which of these two should have the greater weight in arranging courses of study. Very just indignation is often aroused by the conduct of those who study only for the purpose of being able to earn wages. But this is a low type of utilitarianism, and certainly if no student were actuated by other motives all knowledge would die; but there is a better utilitarianism—the hope of being useful to humanity may become a lofty motive to inspire the student to ever wider and more unwearied endeavour. Nor will humanity neglect that which is useful to itself. More and more as the voice of humanity makes itself heard under the protecting influence of democratic institutions will men insist on the adoption of courses of study which are useful on account of the knowledge contained in them. We see this going on around us every day, and no one can say where it is to cease. Nor should we be in any way alarmed at it. We should not at all imagine that we are becoming more mercenary because we demand that new fields of useful knowledge be added to the academic domain. Men have ever acted thus. We may use as dignified phrases as we please about the refining influences of the old collegiate studies, but they were adopted and have been retained because men believed that a knowledge of the facts they contained was beneficial. The mathematician may in his investigations be led off into realms which seem far removed from practical life, and he may think that these distant things of his are the most beautiful and the most important from the standpoint of intellectual culture, yet the solid basis on which his science stands as a school and college study is the fact that civilization is impossible without a knowledge of a vast mass of mathematical truth. The study of the Latin and Greek languages is a means of intellectual train-