

when the cost of acquiring the languages would be set against the residuum of valuable information still locked up in them, and when the balance would turn against their acquisition."* That time has come now. The value of Greek and Latin as an acquisition has decreased, is decreasing and will decrease. How short-sighted then to make these the staple of even Superior Education Carlyle saw this when, in 1867, he bequeathed his property at Craigenputtock to found bursaries in the University of Edinburgh for proficiency in classical learning, but with the express provision that in case of a change of opinion in regard to the importance of these studies, the endowment might be diverted to a different purpose.

In my review of this important question, I have purposely avoided many points that you will probably hear urged in support of the study of the Classics, such as that the classical languages train the mind as nothing else does†, or that a knowledge of them is the best preparation for studying the mother tongue and the Romance languages and Philology and so on. Whatever truth there may be in these propositions—and I feel sure there is much less than is generally asserted by those who use these arguments to prop a falling cause—is more than counterbalanced by the practical considerations that tell against the study, viz. the cost of time at which even the smattering that passes current in Canada for classical erudition is acquired, the uselessness of the study for practical affairs, and its want of interest for the modern mind.

I have just spoken of a classical education in Canada as a mere "smattering," and I repeat it again, as it is worth while remembering in considering this subject. We can hardly pretend to be better off in this respect than our neighbours to the south, and Mr. Adams speaks in no respectful terms of the classical training as given at its best there, viz., in the conservative Harvard. What Mr. Adams pointed out was simply a fact which a very amusing circumstance has forced upon my knowledge. Some time ago

*Bain's "Education as a Science."

†Upon this point Mr. Charles Francis Adams is well within the facts, when he says, in regard to Greek: "You cannot haul manure up and down and across a field, cutting the ground into deep ruts with the wheels of your cart, while the soil just gets a smell of what is in the cart, and then expect to get a crop. Yet even this is more than we did, and are doing, with Greek."