

language expresses ideas, so when we study language we study intellectual operations. The deadness of the language is a decided advantage, for it demands greater researches and thought from the student.

Apart from the virtue of training the mind, possessed in so eminent a degree by the classics, there is even a question of utility. Greek, according to Draper, opens up new and correct ideas in literature and art. The history of civilization is to be learned through Greek and Latin. To the Greeks we must go for the beginnings of philosophy, literature, the plastic arts, science, medicine and music. At the last council of Baltimore the bishops of the United States decreed that in future perfect familiarity with Greek and Latin should be exacted from candidates to the priesthood. The reason is evident. That a thorough knowledge of Scriptural exegesis and of the eastern Fathers may be attained, one must be fully conversant with the Greek language.

The benefits to be derived from the close study of the classics have been mentioned, but there is an evil unfortunately too common in colleges by which all the profit is lost. Students persist in using translations to prepare their class work, and spend their spare moments in reading light works, and thus all the good aims of their instructors are defeated. None but moral means can be employed to prevent this mode of action; students must be convinced of the immense injury done to their intellects and wills by such dishonest methods of acquiring a familiarity with the classics.

But the modernists stop us and ask, are not the sciences and modern languages as powerful means of culture as the classics? Let us examine this side. Sciences when pursued to the neglect of other branches give their devotees a partial training; for in studying sciences we learn to make a skilful use of our senses, while the intellect is confined in its operations. There is not the same field for the study of so many subjects, nor the same broadening of the mind. "Natural science," says E. du Bois Raymond, a German scientific professor, "like every other activity so pursued, narrows the field of view. . . . Where it is exclusively dominant the mind is left to grow poor in ideas, the imagination in pictures, the soul in sensitiveness, and the result is a narrow, dry and hard mode of

thought deserted by the muses and the graces."

Neither do the modern languages afford the same scope for mental development, for their study is generally undertaken with some project entirely utilitarian in view. Their easiness in comparison with the ancient tongue makes conjectures take in most cases, the place of scientific study. There is in them a parallelism of construction which does not necessitate the same labor in the search for the meaning as is required by the classics. Modern languages are not by any means as logical in their framework as either Greek or Latin.

In Germany both systems have been tried, and the result is in favor of the classics. Many years back, by the side of the gymnasia, whose curriculum consists mainly of classics and mathematics was established a new kind of high school called Realschulen, whose course occupied the same length of time as the gymnasium. The Realschulen discarded Greek wholly and lessened the amount of Latin instruction, replacing these branches by additional time given to mathematics, natural sciences and the modern languages. In 1870 the graduates of the Realschulen were admitted to the university, and the philosophy course became the trysting-ground, as well as the test for the students from both the gymnasia and the Realschulen. In 1880, after ten years trial, the philosophical faculty of Berlin University, reported to the Minister of Public Instruction, its opinion on the question whether the graduates of the Realschulen were fitted to pursue a university course with the gymnasium graduates. It was decidedly adverse to the efficiency of modern training in developing and drilling the mind and its powers. Even the representatives of science and the modern languages joined heartily in this judgment. The science professors reported that the Realschulen though starting with more extensive knowledge of their subjects than their classically-trained fellow students soon fell behind the latter. In specifying the deficiencies of the students trained by modern systems, the various instructors complain of their dullness of comprehension, their lack of independent judgment of a clear consciousness of their own scientific capacity, and of an insight into the growth of man's mental life, their want of