

enlargement of their scope, or increase of zest to the interest which they awaken in the breasts of ingenuous youth. The prevalence of this opinion we believe to be the main cause, which has prompted the determined attacks that have of late years been made to dislodge this branch of learning from the prominent position it has for ages occupied in a liberal and Collegiate education. Whence has arisen this idea among those who claim to be Utilitarians—to be, *par excellence*, practical men in regard to the studies that form the staple of Collegiate instruction? These imagine that the Classical Professor *wholly* occupies his students' time in elucidating the meaning of the authors whose works engage their attention—that he confines himself to the *literature* of these ancient nations—that his sole aim is to improve the mind and cultivate the taste and enrich the imagination by expatiating on Homer's stately numbers and Horace's lyric beauties, on the thrilling oratory of Cicero and electric eloquence of Demosthenes, on Aeschylus' impassioned grandeur and Plato's philosophic simplicity; and that on these themes he *exhausts* the *training* capabilities, the *educating* powers of his Department. That good grounds for such a conception were furnished by the methods of instruction too commonly pursued therein two generations ago, we frankly admit. Nay more, the line of defence generally adopted by the advocates of this branch of learning, in confining themselves to the advantages resulting from an intimate acquaintance with the literary stores accumulated by these highly civilized and polished nations, and restricting their arguments to this one aspect of the question, has encouraged this erroneous idea. It further obtains countenance from the *name* attached to this Professorship in most of our Universities. The chair of "Classical Literature" is an anachronism in the present day. This name covers only half of the subjects which it is