

clearness; if it is Cicero that author's fullness and flow of periods must be rendered; if it is Demosthenes the same forcibleness and terseness; and so on for the others. But this is not all. To master the author a knowledge of history, geography, archaeology, ethnology, customs, laws, religions, arts and sciences ought all to come to his aid. This broadens the mind, widens the sympathies, and if the student becomes a specialist he will know that every science contains something worthy of his attention. It is only after those long and laborious operations that the inquisitive mind is satisfied. To obtain the result desired observation, reasoning, invention and judgement are drawn out. If this method were followed by all houses of education there would not be so much room for the charge of narrow-mindedness made by modernists against classicists. "If," says Prof. Huxley, "the classics were taught as they might be taught; if boys and girls were instructed in Latin and Greek not merely as languages but as illustrations of philological science; if a vivid picture of life on the shores of the Mediterranean two thousand years ago were imprinted on the mind of scholars; if ancient history were taught not as a weary series of feuds and fights; if lastly, the study of the classical books were followed in such a manner as to impress boys with their beauties, and with the grand simplicity of their statement of the everlasting problems of human life, instead of with their verbal and grammatical peculiarities"—C. F. Adams one of the strongest opponents of classics as educators claims that he does not wish to attack them but their exclusiveness. He protests against their narrowing influence and would have us believe that their effect has been decidedly injurious in his case. But if we trace his career, we will see that the evil he mentions is not to be found in him. After a brilliant college course he practiced law with great success, during the war he gained an honorable record as a soldier, and after the war he became a railroad scientist of considerable authority. He complains of classics in Harvard for they are taught too superficially. This is just the point on which classicists and modernists should agree. Let the study of classics be thorough. Students are daily told of the stateliness of the Latin tongue and

the music of the Greek; and how many know how to feel the truth of this? How many of those that yearly graduate from our college can read Latin or Greek in such a way that an intelligent listener can tell whether it is prose or poetry? Very few. This is but one of the many details which should receive the attention of preceptors; for it is only by a correct reading of these languages that many of their beauties can be appreciated.

In Europe nine and ten years are spent on classics, and the graduates from many of the colleges and universities can read, write, and even speak Greek and Latin with as much ease and fluency as their own tongue. Not one of all those will ever say that his time was lost. Cardinal Newman never tires expatiating on the advantages of classics in a liberal education. Mr. Gladstone—and he is double first-class honor man in sciences from Oxford—still finds time amidst all the bustle of state affairs to commune with Zeus, Athena, Poseidon, Hera, and the other characters, both human and divine, whom Homer has immortalized in his two epics. It is so with all who have entered into the proper spirit of the study of the classics; who have felt that it is books not words they must master; they will, at some future time, come back to their Homer, Virgil, or the other fathers of literature for consolation and inspiration. "Latin Grammar," says Professor Zeller, of Berlin, "by its strictness and logical correctness, is as excellent a means for the general training of the mind as Roman law is for its juridical training, and in this respect it can no more be replaced by any modern language than the pandects by the Code Napoleon. The Greek, language combines, with the transparency of its logico-grammatical structure, wealth of words, mobility of construction, the power to accommodate itself to every need of expression, a full and clear formation of its sentences and a euphony which is as unique as is the classic perfection of Greek art. All the mental faculties and powers which the formation of language demands and the study of language develops, are equally stimulated by the Greek tongue." It is all these that make classics, the delight of scholars in every age. Man, says the scientists, is the lord of creation—why not then study that which distinguishes man from the brutes, for as