

surpassed in the exercise they give the memory; and in this respect furnish a valuable corrective to the modern tendency to lay royal roads to learning, and to lighten the burdens which our fathers bore with great benefit to their muscles. They necessitate the most precise, exact and available acquaintance with all sorts of slightly varying forms. The fact that the change of a single letter will often radically alter the meaning of a sentence, shows how indispensable is accuracy of memory in dealing with these tongues. And they cultivate, not only retentiveness, but orderly, logical habits of thought.

No reasoning is closer, no logic more precise than that demanded by the Latin subjunctive or by Greek conditionals. The student well grounded in even elementary classics will pass into life with a memory toughened by many a wrestling bout with elusive declensions and grim irregular verbs; with the habit of arranging his thoughts with method and precision; and with the capacity for holding what he knows, and what he may learn, thoroughly in hand, and available for instant use. But there is a faculty still more important than these, which classics cultivate as no other study can—the faculty of *judgment*.

Wherever or whatever we may be in life we are momentarily confronted with problems capable of only a more or less *probable* solution; with questions in which mingled truth and error lie on *both* sides. Now all the qualities which enable us to decide intelligently in such cases, are exercised in even a rudimentary study of classics. The student finds that in translation, etymology and syntax, cases present themselves where more than one version, construction, or derivation are possible:—that he must balance probabilities on both sides, and decide as judiciously as he may. The far-

ther he advances, the more numerous and complex do such questions become. The difficulties of his earlier years reappear in a more subtle form: and take to themselves many other perplexities worse still than themselves. Problems in interpretation, textual criticism, taste and philosophy swarm about him, and tax his discrimination to the utmost. Thus he is educated to balance between likelihoods; and, better still, at times to confess impossibilities. When he comes to active life, he will be no unintelligent dogmatist, intoxicated with the plenitude of his own self-sufficiency; but a man of sound and liberal judgment, with powers well trained to distinguish the essential from the accidental, the permanent from the temporary, the true from the false. Time would fail one to examine the accuracy, the penetration, the taste, the tact, which classics cultivate: or to discuss the well-known facts that they alone can give a true insight into the structure of our own tongue; or that even a smattering of Greek and Latin reads meaning and life into the otherwise difficult, and indeed almost unintelligible nomenclature of all the Natural and Mental Sciences.

One more disciplinary advantage of classics may preclude the transfer of the discussion to higher ground:—viz., the mastery over the English language which their use imparts. In days of old, our ancestors were required to be ready to do or die: of their descendants a somewhat easier thing seems to be expected, viz., that they be ready to speak in public. It may not fall to the lot of our student, even in this country, to make a speech, or write a poem, but he *will* be obliged to use his tongue or pen in his daily avocations; and it will be of vast advantage to him, not merely as regards his reputation as a man of culture, but as to his advancement in the world, to be able to express him-