

As our captain, Mr. J. T. Prescott, has claimed the privilege of vindicating *himself*, we have given him space, but must decline to carry the controversy farther. The game is one necessarily full of heat and excitement and one in which a quick temper may easily be stirred; but we hope that if the annual matches are to be continued each team will hereafter strive to outdo the other in courtesy, that no such unpleasant consequences may ensue. We should also advise that reporters be appointed by each club and that they work together, as in this way whatever is objectionable to either club may be eliminated.

THE following arrangements have been made in reference to French. To the course of studies laid down for the Freshman year it has been added. Members of the Sophomore and Junior classes are allowed to substitute it for Greek should they choose to do so. At present the Seniors can obtain it only by taking it as an extra. Instruction is now being given in this branch by Miss Margeson who has been detached from the staff of teachers in the Seminary, and Prof. Coldwell.

THE STUDY OF GREEK.

THE present age is pre-eminently one of progress. The old is ever giving place to the new. This has nowhere been more noticeable perhaps than in the changing curricula of American colleges. For some few years past there has been a marked tendency to substitute Modern Languages or scientific subjects in place of the ancient classics. At last this change has been adopted at Acadia, and the young student now learns to answer "Parlez-vous Français?" in the affirmative and give abundant proof thereof, instead of making himself familiar with the mythological heroes of Greek tragedy as heretofore.

But let the diligent and painstaking student pause ere he give to his Greek grammar the dustiest corner of his bookshelf; let him consider the matter well before he consigns to the oblivion of forgetfulness the matchless imagery and description of Homeric verse.

The study of the Greek language is attended with many difficulties. Except to a very few supremely endowed by nature, the path which the college

student pursues in his efforts to acquire even a moderate knowledge of the language is a thorny one, haunted by spectres from the shades of Pluto, which are ever goading him to despair by pointing derisively with their shadowy skelton fingers and hissing in his too fearfully believing ears the direful "plucked."

Even the appearance of the Greek alphabet is premonitive of future difficulty. How it recalls to the mind the indescribable "pot-hooks and cranes" of our early childhood, or the cabalistic characters on the tea-chests at the corner grocery, which we used to examine with such awe as something no mortal ever understood or could by any possibility learn.

But even the very difficulties presented in the study of Greek are strong arguments themselves in support of it as a college study, for who ever heard of one being permanently benefited by that which cost him little or no effort to acquire.

It is generally admitted that the ultimate ends of a liberal education, such as is supposed to be given in our colleges, are mental discipline and knowledge.

Of these, discipline in its broadest sense is to be ranked first; and what more calculated to impart mental vigor, perception, memory, clear and correct reasoning power than the study of Greek? In the varying declensions of nouns and pronouns, the interminable verb, the multitudinous references to syntax, there is certainly a fine field for the memory to revel in and must necessarily give to that faculty of the mind a strength which can be acquired by no other means.

If "Latin is a dead language but a living agent" Greek occupies a similar position and in a more exalted degree. All that cultivation of the observant powers, reason, invention, and judgment which has been so justly ascribed to the study of the Latin language, may be said with equal reason of the Greek.

This language is doubtless the most perfect in structure and form the world has ever seen. The Greek mind eminently fanciful, imaginative, poetical, and philosophical, had not the facility of borrowing from other languages words to express their abstract ideas; hence confined to their own tongue exclusively, they spared no pains to make it as comprehensive and expressive as possible, and in this respect they attained a degree of perfection that has never been equalled. The study of such a tongue, therefore, cannot but give to the student a power of expression and command of language obtained by the study of no other; for it is evident that the more perfect and logical a language is in the expression of its ideas, the better for the development of thought in the student, and the deeper will be the impression in regard to the laws of thought. But this is looking at only one phase of the question. Language must be distinguished from literature. Learning a language is not becoming acquainted with a literature. The