

in. In the first place we think that the acquisition of some of the Modern Languages, French and German in particular, is an indispensable part of a liberal education. Though not so much time and attention is devoted to them in the Classical as in other courses, yet here also they are very often prescribed studies and if not are almost always optional. So that a Classical student actually acquires a knowledge of these languages. But it is not to be supposed that a good education is confined to the few years of college life. And if "Classicus" does not get this knowledge before he graduates, in after life, if he may need it, in travel or business, he will have acquired the power to learn these languages with comparative ease and rapidity.

Italian, Spanish, Portuguese and French are four of the so-called Romanic languages, or those derived principally from the Latin. Now it is very manifest that a knowledge of Latin would greatly assist a student in the acquisition of these languages. Pres. Porter of Yale College says that if a student intend to learn several Romanic languages a thorough study of Latin would be a positive gain in time at least. John Stuart Mill goes so far as to assert that the mastery of Latin "makes it easier to learn four or five of the Continental languages than it is to learn one of them without it."

Much of what we call learning is in Latin and Greek. The latter is the original language of the New Testament and the records of the beginning of church history are also in that dialect. Modern science has constructed its most complicated vocabulary from these two languages, from the Greek especially and full knowledge the glossaries of its several branches is quite a step in their acquirement. But it is evident that this knowledge can be attained only by the study of these languages. When any invention appears or new instrument or machine is made resort is generally had to the Greek for its name since there very easily one may be found expressive of its use. The telegraph, barometer, microscope and telephone are a few out of the many taken directly from the Greek. In facility of forming compound words and in copiousness and significancy Greek surpasses most, if not all, other languages.

Again, the student of French and German, of Corneille and La Fontaine and Goethe and Schiller for instance, is mainly conversant with modern thought and modern life as these and indeed most of the common authors in these have flourished within the last two centuries. Take, on the other hand, the disciple of Virgil and Cicero, Demosthenes and Homer. We do not pretend to say that the classical student is carried back, bodily, to a prehistoric age and lives and converses with those old "fossils," but he does, more or less, enter into the thoughts and feelings of his authors and the knowledge which he obtains in connection with his studies of ancient history and literature, from which all subsequent history and literature must necessarily take its beginning, is not altogether unimportant. And it cannot be disputed that some advantage is gained from an acquaintance with the literary works of races so different in many respects from one's own and which were written from 1900 to 2700 years before his time. However imperfect these impressions may be when taken with the mental discipline acquired in the grammatical study of the two languages, we think they form no mean argument for the study of the classics in preference to the modern languages.

In conclusion we add the testimony of the Universities of Germany, generally considered the seats of learning in the world: Previous to 1870 no students were admitted to the Universities unless they had had the rigid classical training of the gymnasium, the preparatory school to the University proper. But in December 1870 a decree was passed by the government to admit students also from the Real-schools where science, modern languages and mathematics are the principal subject of instruction. After a trial of ten years the Faculty of the University of Berlin submitted a report and we will briefly state the opinion of the Professors of Mathematics, Natural Sciences and Modern Languages, the specialties of the Real-schools. In the inferior branches of Mathematics there was no special difference noticeable between the Classical and Non-Classical students. But the Professors of higher grades certify that the Classics, though less advanced in the beginning, gradually surpass the Non-Classicals and in his own words, "leave them far behind in the intricacies and subtleties of the more difficult mathematical relations." In Astronomy there was a marked difference between the two; although the Real-school or as we may call them the Scientific students are more skilled and have a better knowledge at first afterward they advance more slowly and were quite inferior to the Classics in "independent research, original investigation, etc. In Chemistry the Scientific and Classical students could not be put on the same plane. The former show more skill in elementary principles, but become indifferent from early familiarity with the subject and in final examinations are generally lower than might be expected, while the latter are invariably higher. In French there was no perceptible difference. In English, however, though the "Scientifics" study it before, at the completion of the course they are far inferior to their Classical contemporaries and one professor of German asserts that no one can attain to a "thoroughly satisfactory development" without the previous Gymnasium training.

By the opinions of the professors as above the Faculty were unanimous in the belief that the admission of the Real-school students had been disastrous to higher learning and must be arrested before the "supreme excellence of scholarship" for which the German Universities have been renowned becomes a thing of the past. '85

RALPH WALDO EMERSON.

"Pallida mors aequo pulsat pede tabernas paupertas regumque turres."—Horace.

Some questioned if Death's blast alone
The last leaf from the tree had blown,
That grew on Acropolis' brow;
Or whether some angelic wing,
Trancing the air with vibrant swing,
Had caught it from the bough.
Perchance you say: "Why ever grieve?
Again shall blossom, bud and leave
That classic tree."
Ah! nevermore, the last of Greeks
Is gone. His wearied, fond heart seeks
Eternity.
And so to-day I read thy page,
Of "Nature" or the grand, old sage
Of Attica.
And think I see thy face askance,
Earnest with olden, beaming glance,
Look up to me.

—ADDISON.

One of the class of '33 of Dartmouth, it is said, is one of the "Twelve Apostles" of the Mormons.