

Our Sports are of Greek Origin

Even in the leisure moments which a youth spends over the puzzle pages of a magazine he practices Greek arts of entertainment. The acrostic, the mesostic and the telestic—variant forms of a scheme of letters in words—anagrams, liptograms, and palindromes are classical diversions. The game of logomachy is truly a battle-of-words. A list of amusements which have Greek names might be prolonged indefinitely. Athletics and gymnastics are Greek both by nature and name. Discus throwing and the other exercises of the pentathlon are parts of our inheritance from the Greek physical culture.

Also Serious Subjects of Thought

Eugenics, ethics, politics, philanthropy and many other interests tempt one to dilate further on the value of knowing even one year of Greek. If any one objects that already many more matters have been mentioned than could possibly be taught to a Greek class in one year, the reply is, that the menu is served "à la carte," not "table d'hôte." If everything cannot be consumed at one feast, the remains will serve for later repasts. The main thing is to cultivate pupils' appetites and teach them how to forage for themselves. Nothing else is more provocative of or satisfying to mental thirst than studying Greek.

Brief mention only may here be made of what are after all the greatest rewards obtainable from it. In comparison with them many of the advantages already noted seem trivial.

1. Greek is the medium par excellence for training a student in accuracy of observation and exactness of expression,—mental habits of great practical value for success in life.

2. Greek quickens the imagination and fertilizes the mind. As the farmer plants a crop of clover and when it is grown ploughs it under in order to enrich the soil for future crops, so Greek, even one year of it,

enriches the field of the mind for every crop thereafter, be it literary, artistic, scientific, or commercial.

3. Studying Greek is like opening a window in the blank wall of a dwelling. The outlook is not directly upon the marts of trade or upon the highways of finance, but it discloses a wide horizon of land and sea.

Lastly, one year of Greek creates a desire for more, unless it is taken, as boys drink water, without tasting it. It is not the province of this paper to picture the joys that await the advanced student of Greek. But a single year sets a new standard of excellence and kindles ambitions; and the mind, maturing rapidly under its fostering warmth, may burst the chrysalis and set free the butterfly.

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GREEK DEFENDED AS A PRACTICAL STUDY

CLASSIC Greek, steadily being pushed out of high school and college curricula, has found a loyal defender, according to the *New York Times*, in Dean Virginia C. Gildersleeve of Barnard College, who sees nothing "unpractical" in the study of ancient languages. Dean Gildersleeve especially praises the example of Erasmus High School in Brooklyn, which has steadily kept Greek in its course of study from the days when the language of ancient Athens was a prerequisite of entrance to almost every college in the country.

Miss Gildersleeve insists that the study of Greek helps a student to meet everyday problems of life. "To study Greek," she said "is one of the most practical things in a higher sense that people can do, because by stimulating their imagination and by giving them vision it enables them to be better citizens and happier human beings."

Dean Gildersleeve listed under five headings the reasons why a twentieth-century student should study Greek.

"First," she explained, "it forces students to think closely about the meaning of words. In ordinary life people do not think about words. They do not even read letters with close attention to words. Many persons live mentally in a sort of fog most of the time. Greek forces one to express one's self accurately.

"Second, there is the joy of intellectual adventure. Few of us are privileged to go on great adventures in the flesh, such as flying by airplane to the South Pole. But in our minds we may. Greek gives us a sense of the great adventure, for instance, of archaeology. It is queer that so many think of archaeology as a dry and dusty science. Most of us as children have felt a thrill at the motion of digging for buried gold. Why should we not be thrilled at the thought of a buried past?

"Third, a study of the remote past gives us a defense against advocating quack political nostrums. We can see how in the past these have been tried and did not avail.

"Fourth, the study of Greek and things like Greek leads us into foreign lands. Travel is valuable when we do it with our bodies. But even if we cannot do that, it is always possible for us, since we can do it through books.

"The fifth advantage of studying things like Greek is that it gives us contact with beauty, which we need greatly in our modern American life. Contact with beauty gives food for the spirit, and so supplies vitality, force and imagination—elements exceedingly important for success in life. The remote, the difficult, the supposedly unpractical, give food for the spirit.

"I believe that these unpractical things are really practical in a higher sense. They make us wiser, broader-minded, clearer-sighted. They fill us with the spirit of enthusiasm."

CLASSICAL BIBLIOGRAPHIES

I. *Bibliography for the Study of the Classics*

TEACHERS of Classics today are holding more steadfastly than ever to the literary accomplishments of our Latin and Greek predecessors. Years of teaching experience have proved to them that the development of an exquisite power and faculty of reasoning lies in the study of the classics, and that no better medium for a thorough and liberal education could be desired. The following list is not exhaustive but is suggestive. *Greek Culture and The Greek Testament* by Hayes is especially recommended for one who wishes to start a small collection on the subject. One should also obtain the latest book entitled *The Classics: Their History and Present Status in Education*, being a symposium of essays edited by Kirsch. Reviews of these two books are in this issue. *The Legacy of Greece* edited by Livingstone, and *The Legacy of Rome* edited by Bailey, are collections of essays by the foremost English classical scholars. *Our Debt to Greece and Rome* Series is written by able scholars of all nations.

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