

Now that the classical men have a course suited to their tastes, should not the tastes of science men be favoured too? especially when the same culture may be had through the study of our own language and science. Ralph Waldo Emerson, stands high among the scholars and leaders of thought in America, and he may be taken as a very high type of the cultured American gentleman. We will conclude with a few words from him on this subject. "What is really best in any book is translatable; any real insight or broad human sentiment. Nay, I observe that in our Bible and other books of lofty moral tone, it seems easy and inevitable to render the rhythm and music of the original into phases of equal melody. I rarely read any Latin, Greek, German, Italian, sometimes not a French book in the original, which I can procure in a good version. I like to be beholden to the great metropolitan English speech, the sea which receives tributaries from every region under heaven. I should as soon think of swimming across the Charles river when I wish to go to Boston, as of reading all my books in the originals, when I have them rendered for me in my mother tongue." (Society and solitude, page 182.)

ZEIT-GEIST.

THE CLASSICAL CURRICULUM IN QUEEN'S COLLEGE.

WITH the entrance into the new buildings, Queen's takes a great stride in material prosperity. Her staff of Professors is now larger than it ever was before; and greater things will be expected from her than she has done in the past. It is only right therefore, carefully to examine into the workings of the course of study as now pursued, and to point out the defects, if any, in that course.

Some years ago a system of options was introduced, which, it was expected, would give greater freedom to individual tastes, and at the same time not in any way lower the standard for passing. These objects it has in a great manner accomplished; but with the advantage of the system are connected some disadvantages which must, if possible, be avoided. We must bear in mind that the object aimed at in the optional system, was to turn out specialists, graduates well up in a particular department, and having only a fair general knowledge of the others. Is this being done?

To answer this question let us take for example the department of ancient classics. Under the old system a graduate had to spend four years studying classics, now he has to spend only two. As far as the mere graduate is concerned this is quite long enough to waste on the "dry husks of antiquity;" but it is not long enough for the man who takes honors in classics. He should be obliged to take the class work for four years. A student may now take honors after having taken the classes of senior and junior, Latin and Greek, that is after having spent only two sessions at classics. This should not be the case. It is not

the case in either Toronto or McGill. In either of these Colleges a student must take the class work for the four sessions, in the subject in which he intends taking honors. The only objection to having the full course of four years is, that it will throw too much work on the shoulders of a Professor who is already over worked. No extra work will be caused, however, if the following is adopted: Let the work read in junior and senior classics be changed every two years, that is, let the authors for 1883 and '4 be different from those for 1881 and '2. In this way a student can attend the classes for four years with advantage, since he will not be reading the same work twice. The same plan might be adopted in the classes of French, German and English.

The fact of the matter is that "honors are easy." In Oxford or Cambridge it is considered something extraordinary for a man to obtain a double first; but in Queen's a student of fair abilities and application can without any tremendous effort obtain a double or even a triple first. This evil should at once be remedied. By all means make the honors more difficult, make them "honors" in reality and not in name. If we compare the honor work of Queen's with that of Toronto or McGill we shall see the difference. Toronto prescribes in classics about ten times the quantity of honor work as Queen's; and McGill nearly eight times as much. It has always been the boast of Queen's that quality and not quantity is what she aims at. Could not both be attained? Would it not be preferable to prescribe more work, to read part of it carefully in the class, and leave the rest to the student? This we think, is better than to attempt to read it all in the class.

Another objection to the present system of teaching classics is, that too much time is devoted to parsing, that is, to mere Grammar school work. Any student who has received an ordinarily good training does not require that sort of information. The real object of studying classics is, not to be able to parse every word, or to understand every nicety of construction, but to get knowledge of the works of Latin and Greek authors. The lectures should be much longer than they are at present, and if any parsing is to be taught it should be done in the shape of translation from English into Latin and Greek Prose. The honor work of Queen's in mental and moral philosophy as well as in mathematics is, I think, more difficult than that of the corresponding department of Toronto; and there is no reason why the work in classics should be any less difficult. These suggestions, we are sure, will meet with the approval of most of the hard working students. G.

To the Editor of the Journal.

DEAR SIR,—I write for the purpose of calling attention to the conduct of the "gallery" on the night of the Glee Club concert. I am one of those who think that much latitude ought to be given to students in the expression of their opinions and manifestation of their spirits; I think the gallery ought always to be reserved exclusively for them. Let them make as much noise as they