

four main branches of education—reading and writing, gymnastic, music, and painting: and with respect to all it must be remembered that they should be studied not for any exclusive or utilitarian ends, but in the liberal spirit which will create true freemen. Thus, for example, gymnastic should not be pursued by itself exclusively, or it will issue in a harsh, savage type of character: painting must be studied, not merely to prevent people being cheated in pictures, but to make them attend to physical beauty: and music must be studied not merely for amusement, but on account of the moral influence which it exerts upon the feelings. Indeed, all true education is as Plato saw, a training of our sympathies so that we may love and hate in a right manner."

It is of course very easy to see that those for whom Aristotle laid down this system of education were not people who had to work for their living. So profoundly different was the social system of Athens from that of the Nineteenth Century owing to the presence of a vast body of slaves and resident aliens. Still there are many ideas in Aristotle's philosophy of education, the truth of which has only lately come home to us. And as it is in education, so in many other matters upon which the genius of Aristotle throws strong light. It was one of Comte's favourite aphorisms that the living are more and more governed by the dead; and it is a fact beyond dispute that no writer had more to do with moulding the thoughts of Europe, from his own times to the outbreak of the Reformation, than had Aristotle. To those, accordingly, who wish to gain some clear ideas about the nature of the genius of this intellectual giant, who possessed perhaps the most massive and comprehensive intellect among the sons of men, we would heartily recommend this little pamphlet. It is not the least of its merits that it is comprised in all in 70 pages.

McGILL UNIVERSITY.

STATEMENT WITH RESPECT TO ITS PRESENT FINANCIAL POSITION AND WANTS.

On the re-organized condition of McGill University under its Amended Charter, it became apparent that without increased revenues it could not hope to enter on a career of practical usefulness. Its income was insufficient to support the requisite number of Chairs, its aids from the Provincial Government were