

gard to Imperial questions at the present moment, as well as those likely to develop under the surprising changes that are going on in the Orient, might be more efficiently solved if a greater proportion of our people were brought into intelligent touch with the interests which such problems represent? The self government on which we rightly insist should have a sound basis of education to support it. The relations of the British Empire to its colonies, and its best methods of dealing with foreign countries — such subjects are best understood by those who have made a special study of them, and especially those who have had already the advantage of gaining some instruction in such branches as Economic Science, Political and Commercial History and Commercial Law. Such a start has lately been made in the University of Birmingham, although that University is still without the two chairs of History and Economics of which McGill can boast. It should not be above our capacity to organize something of the same kind for Montreal. There are in this city, as in most other cities of the same size and importance, "men of business skilled in finance, in banking, in exchange, great organizers and administrators, experts in various lines of commerce," who might be willing perhaps, as visiting lecturers, to devote some portion of their time and energy to the training of our youth. Where that has been attempted elsewhere, the process has been found to be mutually beneficial, for those who undertake the task of instructing others soon realize that there are few things more truly educative than the attempt to put one's own ideas into conscious order and expound them to others.

To conclude:—Perhaps the most distinctive feature of the universities on this side of the Atlantic is their breadth of aim. They train for citizenship. They are not a thing apart as universities were in former days, remote from the life of the people. And they try to inculcate the duty of taking an interest in affairs, with the view of shaping public opinion and influencing public action. To quote Professor Macnaughton: "The Universities are here mainly to supply the nation with more light. No doubt it is also part of their business to provide men equipped to render to the community particular services requiring special knowledge and technical training. But their highest and most characteristic, their indispensable function, is the general and wider one, namely, to turn out men of disciplined intellect." To those who hear this truth in mind it must be obvious that the disparaging talk to which we have sometimes to listen in regard to old-world centres of education is not always well founded. For it must be admitted that tried by this test of the service they render to the nation, Oxford and Cambridge are not found wholly wanting. Though local conditions may seem to us, in