

always be subordinate to the ideas themselves. If we are asked what the study of science accomplishes for a man, our reply first of all would be, that it gives him a breadth of view and a grasp of the general problems of life which no other training can give.

The interdependence of all scientific knowledge renders it absolutely essential that a man should go much beyond his particular field and become acquainted with the work of others. More than that, it gives him a deep insight into, and intimate acquaintance with that highest of all knowledge, natural law. Through this it broadens and qui kens both his moral and intellectual perception; it lifts him into the purest and most lofty atmosphere of thought and brings him through nature up to nature's God; it strengthens every fibre of his being in the resolution to accomplish a noble purpose in life, and when we apply a more practical test we find that it meets all the wants of our existence, serving as the mainspring of all our commerce and industries, and the source whence flows all that ministers to man's needs. In a word, it is to science that the world stands indebted today for all its material prosperity and progress. When we understand this we recognize that science gives to man a power over the most important details and necessities of our existence, which language alone is powerless to deal with. Are we, then, to throw the study of classics over altogether? By no means. I count myself among those who believe in the dignity and value of all knowledge, and I would certainly dislike to see a sweeping revolution in existing methods, whereby the classics should be wholly banished.

What the requirements of the present day do seem to demand, however, is that our systems of education should be so arranged that science and classics shall occupy positions proportioned to their value in professional work and in their relation to the general problems of life, and that the student may be allowed to determine the course which is best suited for his purpose. And while, therefore, I do believe that science is the true basis of all that is practical in life and meets the greater number of the requirements of our existence, and that it should have the precedence or at least equal advantage with the classics in our educational systems, the latter should form a feature of every perfect and well-developed system of instruction, in order to introduce a wider element of culture and round into full and graceful outlines the more practical ideas of the scientist. Finally, the complaint is not unfrequently made that graduates of our scientific schools do not follow the calling for which they have been educated, or that the course is narrowing in its effects, and can equip men for but one or two occupations in life. The first objection may be met upon the ground that if there be an actual fault in this direction, then it is common to both scientific and classical colleges, since it is a well known fact no college graduates men, all or even a large percentage of whom seek occupations in the special fields for which their study is supposed to have qualified them. Nor does the training received lose its value on this account, as many are very erroneously disposed to believe. A wisely completed course of science, as already shown, amply qualifies a man for entering any profession, except those in which the classics are specially demanded, and even then, the fault is not in defective mental training and want of capacity, but in limitation of special acquirements; and concerning this again, our ideas are commonly very much at fault. As I have already pointed out on a former occasion, there is a vast and important distinction between actual acquirement and mental training. The second doubt may also be readily set at rest. Observation shows that scientific courses are most broadening in their influence and permit the graduate to choose from a large number of professions, for one of which he is equally well qualified, and it is not difficult to recall the names of many such graduates who have attained to prominence in medicine, the ministry and the law. But let us answer the question by looking to our own graduates in science. Of the eighty-five men who have thus far received a scientific training here, the occupations of sixty are known. Of these sixty we find alone, or 70.6 per cent. are known. Of these sixty we find engineers, 55 per cent.; professors, 8.3 per cent. Several of these occupy prominent positions, one being in the Univer-

sity of Tokio, Japan, while another fills an important chair in our own university. Miscellaneous, 8.03 per cent; geologists, 5.03 per cent.; business, 5.0 per cent.; manufacturers, 5.0 per cent.; chemists, 3.3 per cent.; architects, 3.3 per cent.; journalists, 3.3 per cent.; draughtsmen, 3.3 per cent. These figures show that our graduates fill a number of important and useful positions in life, among which they are about equally divided, with the exception of engineering, which apparently absorbs the general interest of the student. Doubtless the objection will be raised that this at once indicates the narrow tendencies and ill-aided usefulness of the course, since all its energies appear directed to the education of engineers. The answer to any such objection must be found in the statistics themselves, and in part in the recollection that it is not the college course which alone determines the choice of a profession, but it is to a far greater degree, a man's natural inclination and aptitude, coupled with the prospects of remunerative employment in the chosen field. The college course, however wisely planned, cannot overcome these conditions; it can only meet them as they exist. The college has no power to determine remunerative employment for its graduates, simply because it turns them out with special qualifications. The conditions of active life, and the law of supply and demand which operates here as elsewhere, determine this, and to these the college must be secondary. It so happens at the present time, that there is great activity in the Dominion, in projecting engineering works, and these offer the greatest opportunities for an ambitious man, but as has so often occurred elsewhere, a reaction must ensue sooner or later, and with the development of industries constantly in progress, there must soon be equally tempting fields in other directions, and then will our chemists, geologists and botanists be found in excess, without any special effort on the part of the colleges. It is simply necessary that these institutions should be fully prepared to meet all such changes of demand upon their capacity. There is sometimes a tendency among students to feel that they are abundantly able to choose the course best suited to their needs without consulting those who, by experience, are better prepared to advise, and lest any such should derive an undue measure of comfort from what I have said, a few remarks in closing should be made. Those of you who go forth to-day to make your own positions in life will realize with additional force as the years pass, that the professors whose watchful care you leave to-day are your proper advisers. Some of you, as you encounter the experiences of sharp competition, may feel a regret that you did not accept a greater measure of that which they always consider it their duty to give the student. Those of you who yet have a portion of the course before you would do well to bear in mind that, while you are expected to think and act for yourselves, you have had but very limited experience of what the world will demand of you, and you will do wisely if you freely and frankly seek the counsel of those who are your natural advisers during the college course, and I can assure you that such a course on your part will never be regretted, but may prove of the greatest value in after life.

"How did you manage to raise money to go to the opera last week?" asked Brown of Jones, who is to be very deaf. "Pawed my ear trumpet." "I don't see how you enjoyed the opera without your ear trumpet." "I took my opera glass.—*Ex.*"

When President Arthur took his Son, Allan, to Princeton, the chief magistrate was called on by the boys for a speech. He responded, and in conclusion remarked, with a great deal of feeling, that he was about to confide in their care the dearest thing on earth. The words were scarcely out of his mouth when one of the youths rose and sang out in stentorian tones: "Three cheers for the thing."—*Philadelphia Press.*