a knowledge of their proper use is of greater advantage than the memorizing of methods and formulæ." Of course it is possible to carry this principle too far. Books have been well defined as "aids to weakening the memory." A Latin professor cannot always be looking up the verbs that govern the dative, nor can a professor of Chemistry be always referring to a text book to see how a certain acid will act on a certain metal. A certain number of facts must be memorized. But beyond the limited number of formulæ and other data which will be constantly recurring in the practice of one's profession, and which will therefore become impressed on the memory as much by repetition as by voluntary memorizing, a student should not be expected to learn off by heart a long string of names and figures, to the extent at least of leaving him no time to train the other faculties of his mind, It is of more permanent value to the student, even of medicine and science. to train him to perceive minutely, to think quickly, and to judge correctly, than to stuff him with a pile of facts and figures which other people have accumulated.

The value of mathematics as a study lies chiefly in this training. People often wonder why it is necessary to study at college all the intricacies of higher mathematics and to use figures and solve problems that will never recur in practical life unless it be once in a lifetime in the work of one man out of a hundred; and they ask if it would not be better to utilize the time thus spent in acquiring more knowledge that will have a direct bearing on one's life work. Such a principle, if consistently carried out, would be

disastrous to the intellectual growth of The reason why an honour the race. student in mathematics has to learn so much that is intricate and involved is in order that he may be enabled to solve simple problems more easily. For example, take some one who has studied only junior mathematics, but who has taken a good stand in his class, and set him to work correcting the exercises handed in the junior mathematics : and then take a student who has mastered honour mathematics and set him to the same task, and the increased ease, quickness and correctness with which he will do his work will be a sufficient justification for the time spent in studying the socalled useless branches of mathematics. The same principle applies to every branch of study. It is the boy who can spell "anthropophagous" correctly that makes the fewest mistakes in dictation, and not the boy who has gone through a speller and memorized all the words. It is not what we study, but how we study; not how much, but how well, that counts.

In a previous number of the JOUR-NAL there was a humourous reference to the study of Latin under the heading, "The Opportunity of a Lifetime." We are glad the article was humourous and hope that it was not taken seriously. To those who might regard it as a valid objection to the study of the classics we might say that had even this single opportunity of using his hard-earned Latin not occurred to the author of "De Pontibus," still we believe that the time. spent in learning Latin would not have been time lost. He was in a truer sense using his Latin when he