case Greek and Latin are required, and in the other they are not. After entrance the students of both studied modern languages. Hence arises the opportunity of comparing the effects of classical and non-classical training in the classes common to both ; assuming that those who are not required to study Greek and Latin have not learnt them. Now, as I have had, myself, special opportunities for making the comparison, and as I am speaking in presence of both faculties to-day, I wish to point out that the results I have arrived at are just as applicable to the other professional faculties of Law and Medicine as the Faculty of Applied Science, although derived from this last alone. Moreover, they only support the general conviction long since expressed by the University in holding out inducements to the students of the professional faculties, and more especially to the students of Applied Science, as may be seen in the calendar, to take the course in Arts first. When I have observed then in the common classes in mathematics and natural philosophy is this :—That although the best students from time to time in the one faculty might be quite as good as those in the other, yet taking the average of the whole class, and making no comparison of individuals, there was no possibility of mistaking the superiority of the men with classical training. I was so struck with what appeared to be a marked difference between the two divisions of my classes, that without suspecting what I now believe to be the true cause of it, I, many years ago, assigned separate rows of seats in the lecture-room to them, in order to make quite sure of the fact. Year after year came the same invariable result. The general impression produced in the lecture room was supported by the average standing in the examinations whether judged by classification or by the average marks, namely, that in the science common to both those who had not a classical training were surpassed by those who had ; and this, too, in spite of the fact that in the ordinary pass work for the degree they necessarily took up a more extensive course of science than the others. This conclusion I have repeatedly mentioned to my colleagues, but I do not know that I should have publicly stated it now, had it not been for the formal report made by the Berlin University, and published within the last few months in Boston with Dr. Hofmann's address. There can not be the same degree of certainty attached to the one as to the other. But the one supports the other. Even thus, I might not have mentioned it, had it not been that another professor of science in this university who had opportunities of observation similar to mine, made the very same statement about a couple of years ago. We differed in our theories as to the manner in which the cause operated, but we agreed perfectly as to the fact of the marked difference in the power of acquiring knowledge in the two divisions of our classes. But it may be asked, why do I, the professor of mathematics and natural philosophy in the university, lay such stress on the study of Greek and Latin, as I have done also on former occasions in this very Convocation Hall. Do I mean to depreciate the study of mathemathics and the other science ? The question has the more point, because the recent changes in our university course have been most decidedly unfavourable to the study of those