

cause of his interest in events of history; he studied as well the history of Latin literature, the development of the Roman Epic, for example; and was one of those who held that before the time of the earliest Latin poets whose works we have, there was a body of Epic poetry that was not preserved. If this is so, we can easily see that Mr. Coyne's remark does not convey to the student what the article mentioned above would lead one to think.

Again, turning our attention to the three statesmen, of whose education the speaker said "the study of history had formed the solid basis," we notice that he has pointed us in the right direction. The basis of Lord Rosebery's education was classics. Morley's achievements in classics as an undergraduate have often been presented to us as something we might aim at rivalling, yet need not hope to equal. Gladstone was an accomplished scholar also, in Greek especially; and was even very deeply concerned with the great "Homeric Question." We can see then that classics, not history, formed the basis of the education of these great men. Indeed, when one ventures to point to the statesmen of Great Britain to prove that something else other than the study of classics was the basis of his education he will quickly find himself on dangerous ground. And one might even go outside of the question we are discussing and point to the influences of the study of classics on great men of other spheres—for example, Dante and Milton.

But the fact that we contrast the study of classics with the study of history as an educative basis seems to point to a wrong conception of education. Our education should not consist altogether in the store of facts that we can succeed in hoarding up, but in the habits of thought that we can develop: and it would seem that even for the student of politics a training which would develop accuracy of judgment would not be of less value than any other study he might engage in. And what better means to attaining that can one suggest than a thorough training in "dry" Latin Prose?

It is difficult for the man of modern times to compare the study of history with that of classics as a basis for the education of the British or Canadian youth. It may in the long run be shown that our modern theories of education, which put the study of classics in the background, are at fault. In our great British statesmen of the past we can see what the product of a broad general culture has been: it remains for future generations to look back and see what our present systems have been able to produce.

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### The Prospective Q. U. Military Corps.

Queen's University has, since the new year, taken definite steps to organize a company of military engineers, and a battalion of four infantry companies. As the move has been made not without criticism, it may be worth while reflecting on what has been done.

We have been told that this military organization was unworthy of the college, and of our civilization, and of Christianity. Is it? To begin on the lower plains of argument, there is hardly a manlier way in which, not the experts, but the steady average college man may express himself physically than