

expression are characteristic of those days, but the most important thing of all is the incontrovertible principle laid down, viz., that the teaching of the national university ought to be determined by the requirements of the country. In other words, the university exists for the benefit of the country, and not the country for the benefit of the university. Further evidence that the framing of the University curriculum was a burning question at that time is gleaned from the convocation speech of the late learned President, the Rev. Dr. McCaul, delivered 30th Oct., 1857. Here we see more clearly in detail why the changes were made. Referring to the opposition which the reforms had met with, he said :—" Permit me now as briefly as possible to advert to a misapprehension which prevails in certain quarters ; I allude to the objection which has been often urged, particularly by graduates of the ancient universities, that we have too largely increased the number of our subjects. Now, let us first of all understand what the objection is. In Literature we have Greek and Latin, to which no objection can be made ; we have also French and German. As to Spanish and Italian, they are optional subjects ; and we have also Oriental Literature. We have Mathematics and Natural Philosophy, and in addition, Chemistry, Zoology, Botany, Natural History, Mineralogy and Geology. These are the additional subjects, so that the objection limits itself to the Modern Languages and the Natural Sciences. Now, in the first place, I would observe that we have added only those subjects which within the last few years have made the greatest progress, or the utility of which has been so universally recognised that it is necessary to acquire them as the essential elements of a good education. (Applause.) Is it desirable that we should send forth our graduates without any knowledge of those Modern Languages, which are now so important,—or without a thorough training in their own vernacular tongue ? Time was when learning and science selected Latin as the favourite vehicle of communication, but that time is now past. And so in other departments. There is no scholar, who omitted early to acquaint himself with the Modern Languages, but who has had cause for deep regret. What scholar, for example, ignorant of the