

Vinctus ; the conclusion of the *Agricola* ; and the magnificent passage where *Clytemnestra* describes to the chorus the progress of the watch-fires that announced to expecting Greece, the Fall of Troy, which makes one irresistibly think of Sir Walter Scott's equally celebrated description in his "Lay of the Last Minstrel," of the bale-fires which announced to the Lothians a Border inroad of the English forces. The passage has been beautifully rendered by Bulwer in his *Rise and Fall of Athens*.

A gleam—a gleam from *Ida's* height,  
By the Fire-god sent it came :—  
From watch to watch it leapt that light,  
As a rider rode the Flame, &c.

We can hardly think, that years of after toil and the cares of professional or public life, can wholly quench that "*divinæ particulam auræ*" with which one was inspired by the study of the classics in earlier years.

"Quo semel est imbuta recens servabit odorem Testa diu."

One who has once been thoroughly imbued with the spirit of Classic Literature, must have the turn and character of his thoughts and arguments influenced by it, and when he seeks to convey his thoughts in language, though the stream be drawn from "the pure well of English undefiled," there may still linger in the draught some flavour of the *Heliconian spring*, and under the influence of *Ancient Harmony*, our rugged but noble language may sometimes mould itself into periods, in which may be entwined something of the melodious rhythm, and the incomparable introduction of those mighty masters of Thought and Language.

If the few hints which are scattered through the preceeding remarks would lead the majority of our students to consider their education, as a harmonious whole, their College life not one of mere dull routine spent in irksome tasks, in "poring over miserable books, and in "cramming" for medals and prizes, but as a means to an end as a system of mental culture, as a training fitting us nobly to do and bravely to act, *sans peur et sans reproche* in "life's broad field of battle,"—the end and aim of the writer will be accomplished.

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## THE MCGILL GAZETTE.

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It must afford matter for regret to all conscientious students, that so many of those who fill our colleges, and halls of learning, should proceed to a degree, and in a short time after graduation show but a confused remembrance of their college studies. Professional students while keeping up those branches which their life occupations render necessary to them, soon become unfamiliar with the other subjects with which they were formerly engaged ; and those who have for their object in entering upon a college life, merely the acquisition of what is termed a liberal education, seem, many of them, to bid adieu at one and the same time to their *alma mater*, and to the subjects they are supposed to have learned by her aid.

Now is it perfectly natural that a man, who on leaving college, commences the pursuit of a business or profession which requires all his time and energies, should forget many of the details of his old studies. His mind becomes so full of his present occupation, that all his knowledge, not in daily requisition, is soon stowed in out of the way corners, if we may be allowed the expression, and, when he suddenly wishes to recall some bit of information, he is disappointed to find himself unable to do so. This we say is perfectly natural. Still we do think that a man should remember more than the most general principles of the sciences with which he once endeavoured to familiarize himself. Now, though it is probable that as nothing in this world is perfect, the present system of education might be improved, (we do not pretend to suggest how) it can not be doubted, that students in a great measure have themselves to blame for the readiness with which they allow to escape them the knowledge which they spent so long a time in acquiring. Few students think enough independently upon their studies. They do not assimilate what they learn, and make it part and parcel of themselves. And now we come to the difficult question ; how shall one, the greater part of whose time is occupied in acquiring new facts, as a student's time must be, find opportunity for reflecting upon and arranging in his mind the facts he has previously learned ? For unless a