

vented the most complex system of writing that human ingenuity has ever devised. Is there any mention made by the classic writers of the literature of this and other early civilized races? If the Greeks were unconcerned about the older civilizations of the ancient world, if they studied no language but their own, would they in our circumstances adopt the course which we have followed? If such as Plato, Isocrates, and Aristotle, and others who moulded the minds of the youth of Greece, lived amongst us to-day; if such men were, in fact, Canadians, would they teach languages no longer spoken by any people? Would they insist upon every Canadian youth, whatever his powers, going through a compulsory drill in the language of two pagan nations who flourished 2,000 years back? Does not the wisdom of such men, did not the practice of the old philosophers, dictate that the reading of the ancient languages in the original should be entirely optional, and that it should generally be left to those students who have a marked taste and talent for the study?

Personally, I would regret to see any change attempted in the teaching of this University which would in the least lower the standard of education. Rather it should be our effort to widen its basis and raise the structure to a higher elevation than ever before. The Arts course as it now exists need in no way be interfered with. In my judgment, it is inexpedient at this time to make any radical change.

The Arts course should be maintained in its integrity, in order that every student, whose turn of mind leads him to the study of the classics, should have an opportunity of perfecting himself in ancient literature as fully in Queen's University as in any sister institution. I believe, however, that the interests of the University would be consulted and benefit be ex-

tended to many among the youth of Canada if another complete course were instituted. The course suggested should be at least equal in rank and status to the Arts course; in it the study of the ancient languages should not be enforced; it should be marked by the special study of modern languages and modern literature and modern science, and it should embrace all subjects calculated to accomplish the objects of a genuine and generous education, and 'fit a man, intelligently and honourably, to perform every public and private duty in the twentieth century, now so soon to dawn upon us.

The practical effect of this proposition would be the division of the scheme of teaching into two main fundamental branches or twin faculties, "Arts Classical" and "Arts Modern."

The former, with Latin and Greek as its right arm, would carry with it the prestige of centuries and the traditional excellence and influence of its teaching. The latter need not necessarily exclude ancient literature either in the original or in translations; but the supremacy of classics would not be asserted and the acquirement of the ancient language would be entirely optional. The students without aptitude for the study, who derive no appreciable benefit from the efforts given to its pursuit, would no longer be compelled to pass what they hold to be so much unprofitable time of college life in the attempted acquisition. They would have an opportunity of knowing their own language thoroughly instead of being imperfectly acquainted with languages no longer spoken or used in daily life. The time gained by the abandonment of this study would be profitably turned to more congenial efforts, and, by concentration of attention, lead to a higher standard of excellence. There is a wide range of choice in the biolo-