

rectory, Catholics on its Executive, and rank and file of both creeds united in aiming at the subversion of the British power which plundered and trampled upon both. The Rebellion of 1798 was the confluence of two streams mingling together in the organization of United Irishmen."



OUR BRETHREN.

The writer of "The Aim of a College Education," in *The Presbyterian College Journal* of Montreal is either very bigoted in his views, or totally unacquainted with the subject he has undertaken to handle. He has attempted to point out the best means to the acquirement of a mastery of knowledge. The whole article is of little real value, but the writer has allowed himself to make one remark which, coming from one who assumes the *role* of educator, is wholly incongruous. A student should have, we are told, an insatiable desire for knowledge, and should not, like the monk of the Middle Ages, who secluded himself in his cell, let his soul become shriveled and warped. Although this is not an evidence of the tone of the article throughout, still, we cannot suffer to pass unnoticed even a casual remark that detracts in any way from the learning of the monks or that undervalues the benefit that education at present is deriving from their labors. Our indebtedness to the monks cannot be over-estimated. He who has failed to observe that must be considered extremely ignorant on matters educational. It is to the monks that we owe the works of antiquity. We are told that the hours that were allotted to manual labor in the monasteries were employed by

the monks in the transcribing of the works of the great masters, which have thus been preserved for our benefit. As to the seclusion and ignorance of these men we shall resort to Frederick Schlegel for some enlightenment. The monks of the Middle Ages "were," he says, "for the most part of high birth, conversant with state secrets, and, generally speaking, well-informed men, and the best educated of their day". A few further remarks from the same author, and we shall dismiss the subject, for we think that no liberal-minded individual can have aught but admiration for the self-sacrificing monks of the Middle Ages. "The position of these authors was the very *beau-ideal* of literary condition best calculated to combine the elements of success. For, whilst they had ample opportunities of knowing the realities of life by mingling in its scenes, they had also the requisite independence and leisure for the privacy and dispassionate judgment of the closet."

The article entitled "Shakespeare's Dramatic Skill as shown in the 'Merchant of Venice,'" that appears in the *Bates Student*, although it cannot be said to possess a high degree of excellence as a literary composition, contains most of the points that an intelligent examination of the play would reveal.

We would like to remind the editors of the *Georgetown College Journal* not to forget the sequel of "A Twentieth Century Man," for the March number. We are anxiously awaiting it. It promises to be interesting.

Objections to a classical education are dealt with in a very common-sense way by a writer in the journal we have just mentioned. We shall append a few of his sentences.