

work done by the University, which is the only criterion of its worth. There are twenty-one Professors and ten Instructors, who correspond, I imagine, to our Lecturers. These are the Professors of all Schools or Faculties, a much smaller number than we have. The difference of our systems appears to me, as a McGill man, to be decidedly in our favor. Again it lies chiefly in the Professional Faculties. In Virginia, taking Medicine as an example, there are eight Professors whose time is practically wholly devoted to the Students. Here we have eighteen Professors and three or four Assistants, who give an hour or two a day to the College. I need hardly point out our advantage to my fellow-students. It is sufficient to mention it.

The Academical course is presided over by nine Professors and one or two Instructors. The work is very thorough; but the courses are considerably shorter than ours, a hard worker being able to take an M.A. in three years. It must be remembered, of course, that these years are equal to one and a half of ours. The session is one of nine months duration, and holidays are few and far between. The system is elective. Students are therefore allowed to elect for themselves the courses of study to which they are led by their individual tastes and proposed pursuits in life, so far as the times appointed for lectures and examinations permit. This system is one very complimentary to the student. It recognizes that he has arrived at years of discretion when he can choose for himself, and that he has enough energy to stick to the road he maps out. Although complimentary, it seems to us a little dangerous, especially for the younger students. Our system of compulsory courses for the first two years, and then a limited power of election, seems preferable.

Lectures are delivered from eight a.m. until half past four p.m. every week day. Saturday is an ordinary working day with these Southerners; they are probably not far enough South to be touched with the proverbial indolence of warmer climes. Christmas brings but one holiday. After three years conscientious work and regular attendance at lectures, a man endowed with ordinary ability, and who has passed the examinations in Latin, Greek, Modern Languages, Moral Philosophy, Pure Mathematics, Natural Philosophy and General Chemistry may receive the degree of M.A.

The University Library, originally selected and arranged by Jefferson, now contains about 50,000 volumes.

The Brooks Museum is a large well furnished building, but hardly comes up to ours. The Observatory is more favorably situated, and much better equipped apparently than ours, but I doubt if any better work is done.

I might extend this sketch to greater length, but it is only the general features of a sister University that are interesting to us; and I might be accused of claiming too much importance for a University that I once regarded as my probable Alma Mater.

A. RIVES HALL.

SOME ASPECTS OF EDUCATION.

(Continued.)

(Occasion of Delivery.)

In the next place, a few words on the teaching of Classics in High schools. Let us get a glimpse of an Elizabethan school for a few moments. Mention has been made of John Brinsley, the elder, who was the master of a school in Leicestershire, and it so happens that the autobiography of one of John Brinsley's boys has come down to us. The boy in question was William Lilly, the famous astrologer, the Sidrophel of Butler's *Hudibras*. Lilly's curious life, his strange prominence, his dealings with those of rank in the social and political world, his almanacs, his relation to parties in the troublous time during which he lived, are interesting only to antiquarians and to those who fancy the so-called science of which Lilly was a renowned exponent. The conceit of the man vitiates, no doubt, the account of his school days, but allowance can be made for that. He was, so he says, in the highest class of John Brinsley's school for two years, and "chiefest" of that form. His knowledge of Latin enabled him, according to his statement, to speak it as well as English. He could make extempore verses of all kinds—hexameters, pentameters, phalœciacs, iambics, sapphics—upon any theme. If any rival scholars came from a distance, Lilly was the pupil chosen to uphold the honor of his school; or if a minister chanced to visit the school for the purpose of examining it, the minister and Lilly held discourse in Latin, and Lilly tells us that sometimes the minister's Latin was not all that it might be. On glancing over the list of books used in the school, we find that although it contains certain authors no longer read, it does not contain more than is read now, with the exception of a little Hebrew. A similar curriculum is presented to us if we turn to a metropolitan school. At the time when William Lilly was ostentatiously holding his own, and more than his own, according to his account, against visiting ministers, John Milton was on the eve of entering St. Paul's School. We can picture the boy of handsome intellectual face and bright eye, walking in the shadow of Old St. Paul's, with its spire shooting up more than five hundred feet into London air much clearer than London air now, and with its long middle aisle the fashionable resort of city loungers in the Elizabethan and early Stuart days. In St. Paul's School he was taught Latin and Greek and a modicum of Hebrew. From an intellectual armoury like this, increased as years went on, he drew weapons that told with marked effect in poem and pamphlet. With such weapons he drove home arguments in the most solemn and convincing plea for liberty of speech which our own nation or, for that matter, any nation in the world can show, and which men as long as any instinct of manhood is left in them will not willingly let die. The intellectual armoury which Milton used, his opponents used also. We have decided that the weapons are antiquated, rusty, worn out; that it is high time to lock up such an armoury in these days of extended horizons and vast scientific conquests. Lock it up, if such is the universal verdict. The weapons are old beyond re