

genius sufficient to supply what is lacking. The aim of the songs should be to raise the university in the estimation of students, not by the display of bombastic doggerel, but by the recital of legitimate eulogy. Referring to the McGill song book, a writer says: "The national sentiment is brought still nearer home and made to centre in one particular spot by the numerous allusions to the Alma Mater." A feature in the collection is the absence of all vulgarity or coarseness. Fun there is, and nonsense too, in abundance, and not a little real humor; but these never degenerate into anything offensive to good taste, neither does an irreverent jest or allusion mar its pages." Queen's song book must be equally free from vulgarity. Anything apart from good taste would be prejudicial to the purpose sought to be subserved. It is said that the musical part of the McGill song book deserves high praise. We have musical talent sufficient to entitle us to anticipate a similar eponym with reference to the Queen's song book, which we hope to see in the near future, a work truly realised. We have little doubt that a publisher would be forthcoming if a committee of graduates and undergraduates of Queen's were to undertake the compilation of a song book.

THE question as to whether Greek and Latin shall continue to have a place in university and college curriculums will require before long to be generally considered. A move has already been made in this direction. As for Harvard she has decided that Latin shall be an optional study after 1887, and that "a student may graduate without knowing a word of Latin or Greek." In our last and present number this subject has been ably dealt with. The writer points out the intellectual loss which will accrue to the world if Ancient Classics are banished from our universities. His brief outline of Greek literature recalls the names of many

illustrious men, whose ideas and words have now become inseparably interwoven into English literature. It may be argued that the existing English translations of Greek and Latin authors are sufficient to meet present-day requirements. This cannot be, because we find that each student who intelligently studies Ancient Classics discovers fresh beauties, and receives a mental stimulus which translations can never impart. Scholars, not affected by sordid motives, will stoutly argue in favour of the retention of Ancient Classics in university curriculums. Sir Robert Christison, Bart., despite the bright scientific future which lay before him, strongly maintained the classical as against scientific studies or modern languages in the public school curriculum. "I say, in 1871," he exclaims, "up with Latin and Greek, and down with George Combe." From a purely intellectual point of view most instructors would favour the continuance of Ancient Classics as subjects of university study, but the debasing habit of the times of looking at everything from a commercial and monetary standpoint may, we fear, compel some universities to adapt their teaching to the requirements of the times. The tendency of Americans, in all departments of life, is to catch the public pulsations at their earliest inclinations and to minister to these. Hence their inventive genius. This tendency has done much good, but we think it ought to have a limit; and it seems to us that purely intellectual pursuits should define the boundary. When institutions of learning become simply commercial mediums for supplying a marketable commodity their true purpose is forfeited. We trust that Canadian universities will not pander to this vitiated taste by discarding Ancient Classics in preference to Science and Modern Languages, simply because these appear to be more in harmony with commercial progression.