

With all the facts, all 'he experience, and all the arguments on both sides, the question for consideration appears to reduce itself to this: What would the same time and care and educational energy now spent in classics effect if devoted to the systematic study of modern literature, and the literature of every race, which may be had in our ordinary tongue—in the language which we speak, and write, and think? The question is of the highest moment to us in Canada; and the friends and benefactors of Queen's have a right to look for its earnest consideration. However diffidently they may be expressed, his own reflections clearly point to a curriculum in which Greek and Latin will not predominate—where these studies will not be imperative—where they will be largely curtailed of their exclusiveness in order to place all important statistics on an equal footing. It may even be questioned whether, in the case of Divinity students, the compulsory study in Greek, Latin, and Hebrew is indispensable. The course of studies might be arranged so that students could devote much more time to other portions of the theological curriculum, and thus enable them to become very much more proficient in really essential branches of their profession. There are none who require more than divinity students to be relieved of needless college labour. His own idea would be to restore to universities their original character, and to carry out the old scheme of a University in its widest sense; it would not be necessary to sacrifice any study now enforced, but it would be desirable to extend all studies and to arrange the curriculum, so as to cramp and dwarf no man's powers by forcing them into grooves which they could not possibly fit. On the contrary, the fullest opportunity should be afforded for expanding the individual intellectual faculties in the direction in which nature intended. Individuality is one of the great wants of our time, and if not the sole, it should certainly be a chief, end of true education. Do we not, therefore, want a system which would bring out distinctions of character, and the best mental and moral peculiarities of our youth—a system which will give them, in addition to general culture, such solid attainments as will have the very strongest tendency to make them both moral, useful, and refined? In order to realize these ideas no existing study need be sacrificed, but when circumstances will permit, new Chairs may be established and new Professors appointed. Among the new Chairs to be desired may be suggested Professorships of Political Science, of Philology, of other Oriental languages in addition to those at present taught, and of Geology and Mineralogy. With regard to political science, for

example, our very practical neighbours in the United States have recognized its great importance. Dr. Barnard, one of the most distinguished educationists of the day, and President of the richly endowed Columbia College of New York, in addition to a School of Arts, embracing an Arts course, a School of Mines, a School of Law, a School of Medicine, and probably other schools collateral to the College over which he presides, has been instrumental in establishing a School of Political Science. It went into operation within the past two weeks, with a staff of five professors; its general design is to prepare young men for public life, and it has already awakened a very considerable interest. As far as he had been able to learn the studies comprise physical science, ethnography, the history of literature and philosophy, political and constitutional history, international and constitutional law, diplomacy, statistics, together with political economy in its widest sense. This new feature in higher education will, at Columbia College, have a fair trial. We may indulge the hope that it will prove successful, and that we will be justified in imitating the example. The advantages to be derived from the study of philosophy are well known; the science of language apart altogether from the practical study of any one or more languages is of profound interest and of vast importance to the student; it branches out into various directions and opens the way to the consideration of the social, moral, intellectual, and religious history of mankind, and the investigation of the literary monuments of different races in various ages. But while literature, language, and history deal with the thought and experiences of man, if we turn to the physical sciences we find that they bring before our mental vision the wisdom and power, and the wonderful works, of God. The student of geology will have his mind carried into the ages that lie far behind us, and see the "vital mechanism of perished creations" buried in great ranges of sepulchres ten thousand times more ancient than the earliest works of human hand or the first thoughts of human mind. He will be privileged dimly to perceive some of the grand conceptions of the Great Unseen, and to trace the effects of the stupendous forces which were employed through countless centuries in shaping and moulding the globe. He will be taught to decipher imperishable inscriptions carved by the instruments of time on the mighty mountains, and will receive an insight into some of the mysterious processes by which the foundations of the earth were laid. He will discover in no classic page thoughts so grand as in the book of nature; he will not