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LITERARY.

DETERIORATION OF AN OLD STANDARD.

"Love's Labour Lost" will probably be the epitaph inscribed over that great body of arguments which have from time to time been urged in defence of Classical Education, and which, as far as present indications show, seem destined in the close future to find an untimely grave. When these are consigned to their last resting place, with willing fingers will their opponents chisel out the symbols R. I. P., a prayer which at that day may be charitable enough, but is now devoutly uttered with feelings far other those of good will. Such seems to be the purport of a late article in the London Spectator, which censured Members for delivering out of Parliament, speeches on the subject of Education not only Classical but general, on the ground that it would be just as ridiculous to be ever haranguing about eating and drinking, because the school room forms as much a necessary part of our existence as the dining room. Admitting for a moment the soundness of this proposition, which, by the way, looks very much like a *reductio ad absurdum*, it may be said that such is not the idea of Young Canada, especially with regard to the study of the dead languages. For the young aspirant to the counting house sits down to these with far less relish than he does to a good dinner, the while that his father pronounces over the literary meal the invariable grace "Cui bono?"

After all the solutions to this conundrum which have apparently failed to satisfy the propounders of the question, it is truly disheartening to resort to the only answer that is left leading to the climax of "mental culture." "No that won't do," exclaims the practical Plutocrat, "try something else." That process won't bring the silver to my coffers," says the 'hardy son of toil' whose walks over broad

acres are more extended than his excursion into the domains of intelligence. "Don't talk to me about Hesiod's Precepts or Virgil's doctrines, I never needed either one or the other to direct my operations and I have managed to make a very comfortable living without even knowing who they were. Now, build scientific schools and assemble classes in Agriculture and I will do my best to support them." Yes of course every one will support these because the knowledge gained therein can readily be converted into money. It would augur well for the prosperity of Canada if such Schools and Colleges were scattered far and wide throughout the country and no alarm need be experienced about their establishment. But at this moment when the foundation of the College proper seems to be crumbling, when the base, whereon the education of centuries has been reared gives signs of decay, there is cause for fear that the whole edifice will go to ruin if some measures are not taken to strengthen the tottering pile

Truly the worst may be apprehended when a statesman like Mr. Lowe, (who perhaps regretted that he had not devoted more time to Mathematics because of their great service to a Chancellor of the Exchequer) turns his back upon the languages that have from time immemorial been the dearest study of prospective Ministers of (English) State.' Tis enough to elicit a denunciation against him from every stone in the walls of St. Stephens which have for ages resounded with the immortal music of classic diction.

But, on the other hand it is encouraging to see the English Members, while waxing warm in the philanthropy and advocacy of middle class education, still encouraging and forwarding these studies which are now considered obsolete and unsuited to the times. Unsuited in sooth! In what respect? If this means that no one now-a-days wants showy erudition, but