

statesmen to stand aghast, as if pondering the inquiry, "what shall we do with him?" Here the whole Ginx family and all their kindred would be quite an acquisition, if only the Government, or Miss Rye, would bring them over, but we nevertheless need the light of science to guide us in dealing with such problems.

It may readily be inferred that the enormous demands made upon the time and attention of students, by these new sciences, have led some of them votaries to take strong grounds in opposition to the study of the classics, on the ground of their being of less practical utility. Indeed one of the great educational problems of the day is as to the relative positions which shall be assigned to the new studies and the old. It is, I think, established beyond a doubt, that a knowledge of the great mother tongues of the race, the Greek, the Latin, the Hebrew, the Sanscrit; those tongues which reveal buried civilizations and forgotten literatures of vast antiquity and great intrinsic value, and bring the souls of the moderns into contact with the spirit of antiquity, studies which reveal the free personality of the human spirit, and the range of its achievements, must ever form part of the highest nurture of the race. But the knowledge of the physical sciences is equally necessary and of the social sciences equally indispensable. I say then with Richter, that "the present ranks of humanity would sink irrecoverably if the youth did not take its way through the silent temple of the past into the market-place of life." But I say, also, even with such a Humanist and lover of "sweetness and light" as Matthew Arnold, that "it is a vital, formative knowledge to know the world, the laws which govern nature and man as part of nature." It is probable, then, that those who have not leisure and aptitudes for all these studies, those who never intend to follow up the ancient languages to that point at which they may be read with pleasure and their beauties begin to appear, will generally give their chief attention to those other all-important studies to which I have just referred. And as to the educational value of these latter studies, it may well be held that there exists a strong presumption that studies so necessary to self-preservation, to the conquest of the material world around us, and the development of its varied resources, and even to the right discharge of the duties of life, will prove useful for mental discipline as well as for furnishing the mind with that "knowledge which is power."

In view of this state of things, the Universities are being obliged to modify their courses of study and, in particular, to make new and extensive provisions for the study of the physical and social sciences.