

tinued it will not be possible, owing to the enormous extension of knowledge, for the generality of students to obtain more than the most superficial acquaintance with modern intellectual life. Those who conduct our universities are therefore called upon, I think, to strive to simplify education and to a greater extent employ translations. If it be correct, and I give it on the authority of an able writer, a classical scholar and University professor, that "English literature can be studied in accordance with some system, so as to combine culture and discipline, not inferior to any that may be derived from the classics,"—then I can see no reason why the ancient languages should continue to maintain the proud position they have hitherto held, or should be insisted upon any further than may be necessary and auxiliary to the study of English.

I do not think that it would be wise to make any change in the course pursued at this college without grave consideration. We have no right to waste the time of the youth by trying experiments on them, and therefore we should be perfectly sure that we have secured some better system than the old before we abandon it, or materially interfere with it. I merely venture to throw out these crude views for consideration. I am aware that the Senate of Queen's College has no narrow views, that it has recently introduced changes which, without lowering the standard, make the curriculum more liberal and elastic than at many other universities and adapt it better to the predilections and capacity of students. I need not say that I would deplore any attempt to lower the standard of education. My thoughts point wholly in the opposite direction, but we should endeavor to keep pace with the progress which the world is making.

If I mistake not, a university was originally intended to be a great intellectual centre, where universal learning would be drawn and taught, and disseminated. When the first universities were established in France, Italy, England and Spain, the literature of Greece and Rome embraced the whole circle of learning, and the classic languages were the only keys to it. Science has since then extended her empire in every direction, and the circle of learning is now immensely widened.

My 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 expedient to place them in their proper position, to extend all desirable studies and to arrange the curriculum, so as to cramp and dwarf no man's powers by forcing them into grooves which they can 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 those ideas, no existing study need be abandoned, but when circumstances will admit, new Chairs may be established and new Professors appointed. This would, of course, involve new endowments, and fresh appeals to the country. But I feel justified in saying that it will never be necessary for this University to appeal in vain. The friends of Queen's are very numerous, and it will only be expedient to satisfy them that those within these walls, in earnestly and wisely doing their work, require extramural aid, and in the future, as in the past, I am sure it will be munificently provided.

I have said enough to indicate the direction in which my thoughts are inclined to drift. I can have no possible

objection to classics on their own account, and I would wish to continue to such students as may desire it, all present opportunities for their study. But I would rejoice to see the endowment fund sufficiently augmented to admit of the establishment of new chairs, in order to afford to all students free and ample scope. They should have it in their power to follow up either what may be termed the more useful branches of learning or any of those elevating and refining studies for which their minds may have a particular bent. Among the new chairs, or branches of study which appear desirable, Political Science, Philology, Sanskrit, Geology and Mineralogy may be suggested.

With regard to Political Science, our very practical neighbors 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 perhaps 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 I have 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.

In this new branch of collegiate education students may receive the degree of Bachelor of Philosophy, or on completing the full course to the satisfaction of the faculty may receive the degree of Doctor of Philosophy.

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, and that before long Queen's will offer a training so desirable to young men who may have no intention of following the professions of Divinity, Law or Medicine, but who may be contented to serve their country in some other calling. Men so trained might enter life at first on the farm or in the workshop, or in any of the ordinary occupations; but they would be taught the science of thought and trained to express themselves correctly on subjects of general importance, and as years pass by they would be sought for to fill places of trust, and to lead public opinion and to control public affairs in the councils of the country.

I shall not dwell on the importance of the other chairs suggested. 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.

I have made special reference to the study of Greek and Latin. Sanskrit, another dead language, is of much greater antiquity; it is the classic language of India, the elder sister of Greek and Latin, and was a spoken language centuries before the time of Solomon. At the present day Sanskrit forms the ground work of the speech of about one-sixth part of the population of the globe.

No language ancient or modern is related to the spoken languages of so large a number of our fellow subjects as Sanskrit. To the whole Colonial Empire of which Canada forms no insignificant part it must therefore be considered of deep interest. Oriental scholars declare, that "Sanskrit