

in the other from an assumed one. There was a time, and not so many years ago, when, in accordance with the statement quoted, it was assumed that the earth's atmosphere had its greatest depth at the poles; an opinion that prevailed until the careful compilations of Buchan proved that the tendency in the atmosphere was to collect about the equator, or more strictly speaking

in such an order that the minimum pressure is at the poles, the maximum at about lats. 40°, with a belt of less pressure at the equator; and although it may not be possible to argue a corresponding arrangement for the waters of the earth, it seems evident that if we must attribute to matter a tendency, that its direction is towards the equator.

THE PLACE OF LITERATURE IN THE COLLEGE COURSE.

BY HOMER B. SPRAGUE.

(Continued from page 64.)

HISTORICAL study has always and deservedly been regarded as of importance in a college course. However it may have been formerly, as in the case of natural science, it is hardly possible now that it should here take the form of extensive special examination and critical analysis of minute and multifarious phenomena and documents in limited fields. Rather it must give itself to the investigation of general laws and a synthesis of results on a large scale, and so work out a philosophy of history. In either case, though these studies contain the material from which wisdom may be sublimated, they do not often contain much less impart, inspiration. We need all three: the knowledge, the wisdom, the inspiration; but especially the last, the high resolve and heroic action growing out of transcendent wisdom.

In connection with historic studies, and to some extent with the study of literature, some practical skill in statecraft should be secured by every student. There is pressing need of this. "A state," says Milton, "ought to be as one huge Christian-personage, one mighty growth and stature of an honest man."

Few would diminish the time and pains given to mathematics or to mental or moral philosophy. Perhaps the greatest danger here is somnolence.

Something may be subtracted from the time usually devoted in college to languages. Philosophy and the science of language may well receive attention; and incidentally there will come, with a study of the great models of literary excellence, a rounding out and a finishing up of linguistic work previously begun. But all elementary study of languages ought to be remanded to the secondary schools, and the whole method of the acquisition of ancient and modern languages should be radically changed. To spend six, five, or even four years in obtaining sufficient Latin and Greek for the profitable pursuit of appropriate college studies is largely a waste of time and energy. By proper instruction, by careful and wise direction of labour pursuing but one language at a time, by contagious ardour caught from the teacher, by judicious assistance daily rendered, by discarding unimportant detail and trivial exceptions, and by remembering ever that the object is to enable the stu-