

Bluntschli—Theory of the State.
Holland—Elements of Jurisprudence.
Arnold—Culture and Anarchy.
Rae—Contemporary Socialism.

OTTAWA.

TORONTO.

Course I. The Elements of Economics.

Course II. English Constitutional History to Magna Charta.

Course III. English Constitutional History from Magna Charta.

Course IV. The Theory of Political Economy.

Course V. Economic History and Political Philosophy.

Course VI. International Law.

Course VII. Canadian Constitutional History.

TRINITY.

Course I. English Constitutional History.

Course II. English Economic History.

Course III. Political Economy.

Course IV. Political Science.

VICTORIA.

The courses here are the same as those offered in the University of Toronto, and with the same teaching staff.

After considering the foregoing, it appears that on the whole the Canadian colleges are devoting a fair share of their time to the social sciences. It must be said, however, that in some of the colleges the actual instruction given is not so great as might appear from the number of courses offered, as in many of the honor courses the student is left to do practically all of the work himself, rendering account at stated intervals by means of more or less rigid examinations. This method is often made necessary by the inadequate number of in-

structors, and the student's almost unlimited capacity for work. Thus comparisons with American colleges are valueless unless the foregoing fact be fully recognized. It might seem to the average observer that the Canadian institutions offer more instruction of an advanced grade in the undergraduate curriculum than colleges of similar size across the border. This may be true to a certain extent, but only on the basis mentioned. It may be of questionable benefit to immature students to allow them to enter upon a course of reading such as study in the social sciences entails without careful guidance from some one well qualified to lead them through the mazy paths. But be that as it may, we find the universities of this country recognizing the fact that the various social sciences constitute a department of learning to be considered in all arrangements and rearrangements of curricula. The question as to the pedagogic value of this may be raised, but it is an indisputable fact that the social and thus the moral value is great; particularly is this so with what is strictly sociological work. The study of the reactions between human institutions and individuals summons to its aid all the scientific and philosophical knowledge which the student may possess. And it is just here that from the standpoint of pedagogics its importance may be urged. A closer correlation of studies is greatly to be desired, and it seems that social science bids fair to bring about this result. If such is the case, the trend of the colleges in this direction is a cause for self gratulation. It gives evidence that the Canadian colleges are responding not merely to a demand born of fitful desire, but rather from an inherent belief that after all a systematic knowledge of the laws gov-