

them, some extracts from which we now give, from the *Kingston Argus* of May 30.

"The Examination of the Classical, Mathematical and Philosophical Classes in this Institution, took place on Wednesday the 24th instant. We had the pleasure of being present during the whole of the proceedings, and we can say with truth that the appearance made by the students, and the extent as well as accuracy of their attainments, bore ample testimony to their industry as well as to the ability of the Professors. As is usual in this Institution, the amount of reading in the Classics was very large. In Latin, in the Senior Class, the greater part of the works of Horace, most of the Odes, Epistles and Satires, have been read this Session, besides six Orations of Cicero, two Satires of Juvenal, and part of one of Persius; and in the Junior Class, three Books of the *Æneid*, and two books of the Odes of Horace; besides constant revisals of Latin Grammar.

"In the Senior Greek Class, there were read copious extracts from all the four books of Xenophon's *Memorabilia*; one Oration of Demosthenes, and considerable portions of two others; the whole of the *Medea* of Euripides, and of the *Œdipus Tyrannus* of Sophocles, part of the First Book of Polybius, one book of the *Iliad*; and in the New Testament, the Epistles to the Romans, I. and II. Corinthians, Galatians and part of Ephesians.

"In the Junior Greek, the reading was, of course, not so extensive, on account of the time necessarily devoted to the more elementary part of the language, the Greek Grammar having been gone through by repeated revisals. Here, however, a large amount of extracts from Xenophon, Herodotus and other authors was read, besides the second Book of the *Iliad*, and part of St. Matthew's Gospel.

"We were glad to see that the practice pursued last Session of constant writing in Latin and Greek, was also pursued this Session to the same, if not a greater extent. Nothing can be better adapted to give a student a thorough grammatical knowledge of a language, as well as facility in using it, as the daily practice of writing.

"Another circumstance that appeared worthy of notice was the attention that had evidently been paid to the analysis and structure of the languages, the derivation, and composition of words, and the difference of idiom in Latin and English. The *daily written Exercises* throughout the Session consisted chiefly of translations into Latin and Greek from English dictated in the Class; but these were occasionally varied by translations from Latin into Greek and from Greek into Latin; thus exercising the student in both languages. We may also mention that, excepting a sentence here and there, the whole of the Second Part of Professor Dunbar's (of Edinburgh) Greek Exercises was written in the Senior Class.

"A great number of Exercises were presented by the Competitors for Prizes. These consisted of Translations from Latin and Greek Authors into English Prose and Verse; Greek Verse, and Greek Prose Essays on subjects prescribed: Latin Verse: Translations from Cicero into Greek Prose, and from Demosthenes into Latin: Translations from the *Iliad* into Latin Hexameters, and from Sophocles into Latin Iambics. English Essays on subjects prescribed. Latin Prose Composition, and Essays on the Greek Metres. Among such a number there must of course be a great variety in regard to merit; but we may safely say that the majority of these exercises were highly creditable to the talents and industry of their authors.

"After the Classical Examination was concluded, the Mathematical Classes were examined. The attainments of the students in this department seemed to be of a very superior kind. A great variety of problems, taken indiscriminately from the studies of the whole Session, in Geometry, Algebra, Plane and Spherical Trigonometry, Conic Sections, the differential and integral calculus, were proposed and readily solved in a manner which showed the complete knowledge possessed by the young men of the various subjects. The application of Mathematics to practical subjects, as Surveying, Mensuration and Observations, was carefully attended to during the Session; a subject, the importance of which it is easy

to perceive. We cannot pass over unnoticed the immense number of written exercises in all the branches of Mathematics performed by the students throughout the Session; it appears surprising that, together with such an extent of reading in the Classics, they could find time to prepare such a number of Mathematical and Scientific exercises. In this department, too, the number of Prize Exercises was very large, and must have occasioned, we should suppose, considerable difficulty to those who had to judge of the comparative degrees of merit.

"Next followed the examination of the Class of Natural Philosophy. But the multifarious branches comprised in this department could of course, at that period of the day, be only very cursorily gone over. We may only mention that the studies of the Class, besides the principles of Mechanics and Dynamics, comprehended Optics, Chemistry, Electricity and Astronomy. Many of the Essays of the students in the Class on various subjects of Natural Science were of high merit.

"The examination of the Logic Class concluded this part of the business of the day; that of the other Classes being necessarily omitted on account of the lateness of the hour. The Prizes were then distributed to those Students who had merited them by their general proficiency or by the Essays they had written on subjects prescribed.

"We have perhaps extended this account to too great a length; but we cannot conclude without calling the attention of our readers to the importance of this Institution. What we have said above gives a very imperfect view indeed of the amount of instruction communicated; for, when the labours of so many classes during eight months of incessant study are to be reviewed in one day, it is evident that a mere glimpse is all that can be obtained. We cannot but think that those who have had the management of the College have hitherto not taken sufficient means to make its advantages more extensively known. We are aware that they have been more anxious to advance the improvement of the students than to proclaim the benefits, &c. the Institution conveys: but we humbly suggest, that to make the country aware of them is a duty which they owe to the community, in order that these benefits may be more generally diffused. We must close our remarks on this subject, and we do so by expressing the opinion that among the young men whose attainments we witnessed on Wednesday there were not a few who would bear a comparison with the students of any similar Institution in British North America.

On perusal of the above sketch of the course of study followed by the students during the past session, we were particularly struck with the great amount of work performed both by them and the Professors. To go through such a course thoroughly requires a very great expenditure of time, labour and application, and we have little hesitation in saying, that in few Colleges even in Britain is so much progress made during a six months' session as has been the case at Queen's. That Institution affords every facility for the attainment of a thoroughly substantial, and at the same time, a liberal education in the various departments of scientific and classical learning. It must then be gratifying to all, and especially to every member of our Church, to learn that Queen's College is steadily holding its ground, and not only so, but that it is surely, though slowly, advancing, owing to the reputation for affording a sound and scientific University education, which it has, during the past seven years, been gradually acquiring. Difficulties and discouragements have thickly beset the path of its Professors and sup-

porters, but these have yielded, and will altogether disappear, before a combination of efforts, and the College will assume that position to which it is entitled.

A Preparatory School was some time ago established in connection with it, which last year numbered some sixty scholars, and which under the able management of its teachers (who are, by the way, students themselves) is continuing to attract increasing support.

The establishment of this school we consider to have been a most judicious step, for it will act as a feeder to the College. We are informed that already two or three students have passed from it to the College, and this year it is confidently expected that several youths will proceed from it to enter upon their Collegiate course. A warm interest in the prosperity of Queen's College should be felt by every member of the Church of Scotland in this Province, for, wholly irrespective of the advantages which a College is designed and calculated to confer upon the country, it has stronger claims upon our support, since to it we must look for many of our future Pastors. Already we number, as occupants of our pulpits, some who cherish it as their *alma mater*, and the day is not very distant when others, who are now preparing for admission to the ministry, will have completed their novitiate and entered upon their sacred duties. We say that to Queen's College we must look for the greater proportion of those who are to break to us the staff of spiritual life, and we repeat it, for, the more we consider the matter, the more deeply are we impressed with the urgent necessity which exists for training up a native Ministry. Hitherto we have derived our supplies of Pastors from the Church of our Fathers, but it becomes every day more evident, that for the future we need not hope to see *all* our pulpits filled by her Licentiates. She has been ever ready to help us, and even now she is straining every nerve to send us labourers for the vineyard; but the work is a work of time. The claims made upon her become every day more and more urgent, and the cry, "Come over and help us," is day by day wafted to her from more distant shores. We must then, with this view of the subject before us, attach greater importance to the well-being and prosperity of Queen's College; we must regard its Divinity Hall as a school of the Prophets, and we must collectively and individually endeavour to promote and increase its means of usefulness. One of the grand defects of the Canadian character is the want of self-dependence—we lack the untiring energy and the invincible determination of our neighbours on the other side of line forty-five. We expect everything to be done for us—we look to Government to build our bridges and make our roads instead of setting about it ourselves.