

which it certainly was not before. A great deal of collateral reading on subjects cognate to the everyday work may now be done, with a resultant of good which is inestimable.

A DISCUSSION anent the relative merits of old country and Canadian classics, maintained with some warmth by the advocates of both sides, was raised by the late appointment of an Oxford graduate to the chair of Classics in University College. It is contended, and justly we think, that, *ceteris paribus*, Canadians should have the preference. But that this equality exists to any great extent we very much doubt. It is notorious that the conditions of life in the motherland are more favorable to the formation of excellent classical scholars than they are in Canada.

A knowledge of the classics is not regarded as an essential element in a good education but rather as an ornamental appendage. Now, in a poor country like ours, utility takes precedence of ornament, the necessary has claims paramount to the merely luxurious. The consequence is that with us little time is devoted to the classics in comparison with that given to other branches of study.

Again, students at Canadian Universities consist for the most part of two classes—either immature boys who, passing rapidly through a Grammar school, are placed at college, that they may qualify themselves, as soon as possible, by the possession of a degree for earning a livelihood—or men who have had to work hard in early life, it may be at manual toil, and have thus earned enough to “put themselves through College.” Neither of these conditions is calculated to foster classical learning on a broad and deep basis. In the first case, the process is too hurried to be thorough; in the second, early youth, the period of life

when the elements of classics can be best imparted, is given to other pursuits.

This state of affairs is in marked contrast with the conditions which prevail in the mother land. There great wealth affords that learned leisure in which the attention of man turns naturally to the cultivation of the arts. The accumulated riches of many generations have placed large portions of society above the pinching necessities of the present hour. Art and literature have thus become objects of desire and ample facilities have been provided for their pursuit. Public bounty has combined with private munificence to make the great schools, academies and universities of the old country admirable media for the conveyance of instruction in art and literature. In particular are the great public schools and colleges of England famous for the marvellous attainments of their scholars in classics. Now, these institutions are open, not merely to the noble and wealthy, but to those also less favorably situated in life. It is thus within the power of any clever and ambitious youth in England to obtain a thorough classical training; and that whether he be a favorite of fortune or stern fate compel him to apply his acquirements in earning his daily bread. These considerations lead us to conclude that the splendid facilities possessed by the mother land must turn out better classics than the meagre appliances of Canada. Whether our universities can offer prizes which will attract good men from the old country to fill their vacant chairs is another question.

IT is the duty and also the privilege of the press to reform evils; and as in the wider sphere of the country the leading newspapers try or should try to reform the abuses of the state, so in our narrower sphere of the University it is necessary to point out any evils that tend to hamper the