culty has its origin in the comprehensiveness of the awkward word "journalism." The variety of the work which the term is made to cover is so great as to render it impossible to offer any but general suggestions as to the course of study best adapted as a preparation for the journalistic profession. I do not know that I can better illustrate this than by reference to an address once delivered before the Wisconsin Press Association by Bill Nye, the humourist. Mr. Nye undertook to map out a proper course of study of the student in a "school of journalism." He advised the devotion of two years, in the first place, to meditation; then five years to the study of the orthography of the English language; then three years to to practice with dumb-bells, sand-bag, slung-shot and tomahawk; then ten years to an intermediate course of study of the typographic art; then five years to practice at proof reading; then fifteen years to study of domestic and foreign politics; then ten years to the study of law. By this time, Mr. Nye said, the student would begin to see what was required of him, and would enter earnestly upon the study of his profession. He would complete his training by devoting ten years to a theological course, finally spending a like period in the acquisition of a practical knowledge of a long list of arts, ranging from riding on a rail to riding on a pass. There is always a certain amount of exaggeration in Mr. Nye's humour, but in this instance he probably came within much closer range of the truth than usual. A careful perusal of the entire contents of one issue of a daily paper, or a day's sojourn in a newspaper office, would convince the most sceptical that the humourist knew whereof he spoke. The word "journalism" includes a variety of vocations, requiring a still greater variety of mental qualifications too numerous and too diverse for specification here. My readers must take it for granted that my idea of what these qualifications are is sufficiently accurate to render the suggestions hereinafter offered of value.

It may be assumed, for the purposes of this paper, that the aim of every aspirant to journalistic distinction is to become an editor-in-chief, if not at the outset of his career, at least within a very short time. What university course, then, affords the best preparation for occupancy of the chief editorial chair? In attempting to answer this question, it is necessary to avoid the error of those who take too practical a view of the value of education, or who, in other words, regard as valueless all learning which cannot be put to direct practical use. Many people, for instance, would think that a young man who had made Mathematics his special study during his university career had wasted his time unless he could in the pursuit of his calling in after life constantly make practical use of his skill with figures. Likewise the medallist in Modern Languages would be thought to have thrown away four years in useless study unless he could subsequently utilize his knowledge of French, German, Italian, etc., in conversation, for teaching purposes, or in the conduct of his business. This is an exceedingly narrow view of education. It would be quite as reasonable to argue that the general health and vigour of body resulting from a regular course of athletic training is of no account unless it can be put to such practical use as the winning of prizes in athletic contests. Those who reason thus fail to perceive that the chief value of education lies in the discipline and culture which the mind receives therefrom. No one knows better than the gold medallist that, when he has passed his examination for his degree, he is by no means possessed of all knowledge pertaining to his special subject. He realizes full well that he has merely prepared himself for more extended study on the same lines, his chief equipment for which is a mind trained by his university course to make the best use of its powers. In the majority of cases the mental training which the student receives is of greater practical value to him than the comparatively small store of facts which he has succeeded in impressing upon his memory. This being the case, and journalism being a profession the pursuit of which requires constant and most active exercise of the mental faculties, it follows that almost any course prescribed in the college curriculum, if conscientiously followed out, is an excellent preparation for editorial work.

It must not be supposed, however, that the extremely practical view of education is wholly a mistaken one. The actual knowledge acquired by a university student may, in certain cases, prove useful to him in the business or profession to which he devotes himself; as much so, perhaps, in journalism as in any other vocation. What course of study, then, is best calculated to furnish the journalist with a store of knowledge of which he can make direct practical use? In view of the diversity of the work which he is called upon to perform it might be thought that a pass course, embracing as it does a greater variety of subjects than any other, would be of greatest use to him. Such a course, however, is too comprehensive to enable the student taking it to acquire much more than an elementary knowledge of many of the subjects which it embraces; and for this reason it can scarcely be recommended. Assuming, therefore, that it is best to take a special course, the choice, it appears to me, should be limited to Modern Languages and History, Mental and Moral Science and Civil Polity, and Classics, these three courses being named in what I consider to be the order of their utility. It is questionable, however, whether Classics should be included at all where utility is the sole consideration. The student who takes either of the two other honour courses must also pursue his classical studies during his first two years, and should, at the end of that time, be possessed of as much classical knowledge as can well be utilized by the journalist. To those who may be inclined to dissent from this opinion I beg to recommend a perusal of Prof. Seeley's recent address before the Société Nationale des Professeurs de Francais, at Cambridge. Mental and Moral Science and Civil Polity I have placed in my list chiefly on account of the last named branch of the course, which embraces—although to a very limited extent—the study of political economy and of English constitutional history. The practical value to the leader-writer of a general knowledge of these subjects need not be explained. As Civil Polity, however, appears to be merely a very subordinate adjunct to the course in Metaphysics, it is doubtful if the instruction given in it is sufficient to warrant the prospective journalist in adopting that course. Should he do so he ought, by all means, to make a thorough study of the works on political economy, constitutional law and history, and international law prescribed for the honour course in Law. Political Science, however, will shortly occupy a distinctive place as an honour course in the University curriculum, in which case it will be deserving of the second place on my list. To the course in Modern Languages and History I have given pre-eminence, not so much because of the knowledge which it furnishes of the languages spoken in France, Germany, Italy, Spain and our own country, but because it includes, as well, the study of the political and literary history of each of these countries, of the masterpieces of their literatures, and of ancient and modern ethnology, anthropology and philology. No single course is better adapted to equip a young man with knowledge which may be brought constantly into direct use in newspaper work. Lack of space forbids argument in support of this assertion. It will, however, I feel confident, meet with the approval of all who give the matter any thought.

I have been asked to say something also concerning the "ethics" of journalism, but I have grave doubts as to whether any remarks upon such a subject would be taken seriously. It would be much less difficult, and more in accord with popular notions, to sermonize upon the apparent lack of "ethics" in the past history of the profession. A brighter day is dawning, however, and some journalist of the future—in days when "esteemed contemporaries" will no longer greet each other as Ananiases and Iscariots, and when "independent newspapers" will be the rule—may feel better able than I to discourse with a "straight face" upon the duties and obligations of journalists towards one another and towards the public.

A brighter day is dawning, I have said, and I can only, in conclusion, express the hope that the future of the profession of journalism will be such as to attract to its ranks many of the most brilliant of the graduates of the University of Toronto, and of sister universities, who, I am sure, will add to it as great lustre as that which other profes-