

of thorough mastery, is lost. The problem of Higher Education therefore takes the following shape: how is the system to be framed so as to win back the element that has abandoned or is abandoning the schools? What subjects are to be taught, due attention being paid at once to the spirit of the times, to thoroughness of work and to the grand aim of all training, perfection of intellectual attainment?

We are thus conducted to the consideration of the choice of subjects. This we must reserve to another number. It may be sufficient to indicate one point to which this discussion points. Does the study of the Classics as at present conducted lead to sufficiently satisfactory results to justify the time it engrosses in education? Is the time at present given sufficient to secure tolerable proficiency? If not, an increase of such time being a proposal that would not be tolerated for a moment, is any end attained by acquiring a smattering of two dead languages, that would not be better attained by studying Science with a thorough knowledge of French and German?

NOTES AND NEWS.

McGill College, Montreal, has just had a piece of good luck. Miss Barbara Scott has left by will \$30,000 to found a chair of Civil Engineering and \$2,000 for a Classical Scholarship. The chair is to be called after her father, the William Scott chair, the scholarship after her own name. It will be remembered that her sister Miss Anne Scott, who died previously, left her property to the Trafalgar Institute—an educational establishment for young women.

The Catholic committee of the Council of Public Instruction have also raised objections to the new law of Text Books. Their representation to the Legislature insists upon the difficulties attaching to the adoption of one book only for each branch, upon the unfairness and in advisability of such action. They show that it is a course without precedent, that it would create an odious monopoly and might lead the way to scandalous speculation.