

least one modern language besides his own. Mathematics which a century ago held rather a subordinate place in a college curriculum, has now attained an importance second to no other branch of learning because it lies at the foundation of so many useful arts and is the handmaiden of science. Chemistry has wholly revolutionized many arts and its achievements seem to be illimitable. Botany and astronomy have acquired a new relation to the lives of men since the century opened, electricity bids fair to revolutionize the world by its application to uses never dreamed of a few years ago. In fact the domain of science has become so wide that it is utterly impossible for any one man to acquire more than a merely superficial knowledge of all its branches. We say nothing of Zoology, of history of mechanics, or of many other branches of learning any one of which might suffice to demand the whole attention of a vigorous intellect to attain perfection in it. The sum of the whole matter is that our universities have been compelled to extend the range of their subjects of study and to increase the number of their professorships. And as a College student has but one set of brains and as the number of years a student can remain at college is limited, it follows as a matter of course that many studies should be optional and that a man may reach the final goal of a University degree by many paths. It is well that this should be so and I cannot but think that this sort of growth is the best test of the efficiency of a University. No college can afford to stand still ; it must advance with the growth of human knowledge or it will become fossilized in its methods and lose public support and confidence. As a matter of fact all our modern Universities are growing and their growth is only limited by lack of means. We no longer hear the cry raised that they must not become mere technical schools for best minds are rapidly coming to the conclusion that there is no department of human knowledge which a modern University may not properly make its own. Looking over a calendar of Oxford University I find that during the past half century it has added to its staff professors, lecturers and teachers on the following subjects :— Anthropology, Archæology, Assyriology, Botany, Celtic, Chinese, Clinical Surgery, Comparative Anatomy, Comparative Philology, the study of Dante, Diplomacy, Ecclesiastical History, English History, English Language and Literature, English Law, Exegesis, Fine Art, Foreign History, Geography, Indian History, Indian Law, Interpretation of Holy Scriptures, Jurisprudence, Latin Literature, Mediaeval Palæography, Pastoral Theology, Physiology, Rabbinical Literature, Rural Economy, Septuagint, Zoology, Russian, Turkish, Hindoostan, Telegu, Persian, German, French, Italian, Spanish, Bengali, and Burmese. With such growth in half a century of the most conservative university in England, the one that has longest resisted the forward movement, what may we not expect during the coming century among those colleges that are most progressive and that have no ancient traditions to hamper their movements. As a