

learn regarded as the means of earning a livelihood, or what the Germans call "Brodstudien," in plain English, to "make the pot boil?" That some students should be qualifying themselves at the university to become masters in our public schools is highly desirable; and it would be well if the station in society of the schoolmaster, apart from any adventitious aid derived from uniting with it the clerical function, ranked as high in England as it does in Germany and the New-England States; but why should not the utilitarianism of our universities comprehend equally, within the sphere of its educational training, those branches of general knowledge which are equally essential to the future statesman, divine, lawyer, physician, and men of other liberal callings?

I am aware that it may be said, in regard to "crammers," that, under every system, some kind of private tuition will be required, and it will be asked, whether the assistants, under a professorial plan of instruction, would not be equally kept back in the improvement of their own minds? Certainly not—they would divide themselves at once into as many sections as there are departments of study recognised in the public examinations. They would devote their minds steadily to subjects connected with theology, or with law, or medicine, or engineering, or literary criticism, or applied mathematics, or other branches. Occasionally they would lecture for the professor, who, if worthy of his charge, must advance with his science, and not be ignorant of new discoveries and theories. Like him, they could not remain stationary. They would aspire in due time to fill his place, or some chair in another university. Such private tutors, whether lay or clerical,