

Of course he had imperfections, as we all have, and imperfections of the kind that run before to judgment. But he was sound at heart, and, wore well. During our eight years of association in Woodstock, I grew to have for him the sincerest respect and strong brotherly affection. And now, after seven years of separation, my heart still beats warm toward him, and I am happy to join with his hosts of friends in wishing him length of days and still increasing usefulness.

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THE MEANING OF PHILOSOPHY AND ITS APPLICATION TO EDUCATION.*

I desire to present some thoughts upon the meaning of philosophy and its application to education.

It is sometimes said that those who study philosophy do not know what they are studying, and at best gain nothing for their pains except useless lumber; that it is still worse with the teacher of philosophy, who talks much about many things, but there are only "two kernels of wheat" in the two bushels of chaff—only two kernels, and these probably would not grow or nourish life.

These words imply more; they imply that philosophy itself is unsatisfactory, that the same ground is traversed again and again without essential progress; that the philosophy of one generation overthrows that of the preceding; and so the contest goes—a fencing with wooden swords, a mock battle in which no one is killed or injured. Indeed, philosophy is only a holiday affair, to be dismissed, like the fool with cap and bells, from the king's presence when the serious business of life is to be undertaken.

But who is this king? Why is he so revered to-day? His name is natural science. He is respected because he is equipped with a so-called *scientific* method; he speaks very wisely concerning laws, atoms, forces; he is armed with the microscope, the crucible, the scalpel. Therefore, exalt science. Accept unquestioningly the teaching as truth.

*An address delivered at the opening exercises of McMaster University, October 18th, 1895.