

the then Grammar Schools, now our High Schools and Collegiate Institutes, also the great change which has come to our Colleges and Universities, as regards both equipment and attendance, and logically therefore the great increase in the wealth and population in Ontario, Canada; the last item being the basis on which the two former facts stand.

Not, indeed, that these things are unimportant, especially if we took time to analyse the characteristics of the population of Canada. If this were done, I believe the result would be eminently satisfactory to the Central British Empire.

The words given me, the Higher Education, High Schools, Colleges, etc., etc. gave me pause.

The Higher Education surely cannot be modes of conducting examinations, or the results of examinations, though these are much spoken about and written about, or even the number of graduates of High Schools and Colleges.

If the staffs in these seats of learning are cherishing the fond delusion that the country expects only, as the result of their labor, that the alumni of these institutions may be able to give a good account of themselves in examination halls or on public platforms, to the neglect or indifference of the absolutely necessary education covered better by the word manners than any other single word, then they are woefully mistaken. No one whose opinion is worth having on any matter pertaining to life can depreciate these splendid gifts, but they are not Education.

The Crown is celestial; we must reject everything as a temptation

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to evil, which has a tendency to confine our efforts and energies to gathering straws, small sticks and dust, like unto the man in the immortal Allegory.

Within the last two weeks I met a man born in Toronto more than 54 years ago. His father had considerable property, a large share of which fell to this son. After the death of the father the son invested pretty freely, by which he lost \$30,000. He risked unwisely and lost; all right, he himself said. He gave me unasked his views of our education. "The centre of our system of education is in the wrong place. When I see a lot of young men in our colleges, etc., come down Yonge Street, smoking, swaggering, hands in their pockets, and often talking loudly, I feel and say that they are in the wrong place, and think to myself who pays for these young men? What will these young men do at college, and worse still, what can they do for a living? Many of our young doctors live on 5 cent lunches. Many of these leave us and go to U. S. A. When I look over our town and see many families from the country, the parents having sold their farm and brought their children to the city, sons and daughters, to educate them, they say, then I ask again, what are these children to do? Every one cannot be a lawyer, or clerk in a store, or type-writer. It is ruin to these children; perhaps worse for the daughters than for the sons. But it is ruin; I tell you, sir, the centre of our education is in the wrong place."

"What would you suggest in order to improve matters?" I asked my communicative friend.

"We must have more farmers, more mechanics, more artisans, more producers of wealth. We have too many non-producers."