

the awakening of the human soul to a consciousness of its true character and of its relation to the whole universe and its author. This phase of the education of the human spirit is best secured by studying the best thought of the race as preserved in the literature of our own and other languages. Acting upon this view all great universities have demanded a fair knowledge of the languages in which the best thoughts of the race are preserved as a pre-requisite to following these humanitarian studies. Thus it is that Latin and Greek though dead languages are not allowed to die in our universities. But these are of all languages the least useful from a practical point of view, and hence it results that they are most likely to suffer neglect in a school system so largely controlled by the utilitarian spirit. Such actually is the case.

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Already French and German, two useful languages, have supplanted Greek to a large extent, and were it not that certain learned professions demand a smattering of Latin and Greek, both would soon be relegated to the realms of antiquity, subjects of study fit only for the learned and curious. Let this iconoclastic spirit but hold sway for a short time, let men cease to look beyond the "what shall we eat, what shall we drink and wherewithal shall we be clothed?" of the ultra utilitarian, and life will cease to be worth living. Now it is against this mercenary view of life that the universities take their stand and demand an acquaintance with ancient classic literature. The popular demand is for a useful education viewed from the point of view of providing the necessities of life, and the university demand is for a useful education viewed from the higher point of view of making life worth living. This apparent antagonism is but the undeveloped form of a higher and more perfect unity. If a man is to conquer nature for his benefit, he must understand nature and hence scientific knowledge is indispensable. But nature is not the only force against which man must contend in life. He must conquer self as well, else his conquest of nature will be to little profit. Man must therefore seek to live in harmony with both nature and self. The solution of the problem therefore lies not in discarding either, but in uniting both. The High Schools must take a definite stand and demand a reasonable length of *time* to be spent in preparation, such a length of time as will render it possible for one of average ability to lay a good general foundation in both scientific and literary knowledge.

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The bane of High School courses, as of university courses, is cram. But cram is a result the cause of which is haste to eat the fruit of the tree of knowledge, for which the utilitarian spirit of the age is largely responsible. Were the High Schools to map out not only a course of studies, but a time-table suitable to it in duration and firmly adhere to both in the case of all those who purpose completing their education at a university, we think the loud complaints that are heard on all sides against the character of the work done in our High Schools would soon lose much of their force. It is only fair to the High Schools and the faithful teachers engaged in them to recognize the fact that they are compelled by

the spirit of the age to attempt the hopeless task of producing a high state of mental development within limits of time wholly inadequate to the task. If we must eat the fruit before it is ripe we must not complain if it taste bitter and make us sick. If we must have fruit out of season we must be content if it lack the flavor. Give sufficient length of time, give the proper conditions for success and our High Schools and Collegiate Institutes will prove that they are capable of accomplishing the highest results in their available material

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Of course every programme of studies must contain options. Life is too short to master all knowledge. The popular demand for useful studies merits consideration, within reasonable limits, but our Public School system should not degenerate into quasi-technical schools. Let our programmes of studies therefore insist on a fixed and sufficient amount of time being devoted to the essentials of a liberal education, comprising a sound elementary education in at least one of the ancient classics, one modern language besides English, English Literature, Mathematics, pure and applied, and Chemical Physics, or one of the natural sciences. Let the distinctly useful studies be sandwiched among these at suitable intervals as options, but so as in no case to interfere with the essentials. Let the time be proportionate to the essentials, so that any pupil who so desires may take any number of useful studies in addition to them by giving the extra years of attendance. Let there be a Leaving examination, as proposed by Prof. Dupuis, based on the essentials, and a certificate granted in accordance therewith. The character of this Leaving examination might very much correspond in difficulty to the 1st C examination of the Education Department of Ontario, with perhaps somewhat less attention to minutiae and more to principles. Until some such provision as the above be made for our High Schools and Collegiate Institutes they cannot occupy their proper positions in our educational system. Give them a definite function to perform and put them in the conditions necessary for its proper performance, and then if they fail condemn. Until then, however, the unsatisfactory character of the work they are doing is their misfortune, not their fault. With such conditions secured to them, the teacher will be working toward a definite end under conditions favorable to its attainment, and university professors, High School teachers and pupils alike will reap a lasting benefit. Nor need we stop with High Schools. Universities themselves are not free from the baneful influence of this system of cram. Now that, in Queen's at least, the degree of M.A. means something more than the degree of B.A. :- a thesis + a fee, it may fairly be required not only that the candidate shall win first class honors in some department, but that he shall attend lectures a length of time proportionate to the magnitude of the work. It is generally conceded that a student who wins first class honors in a subject must put forth twice as much energy in preparation as the student whose ambition does not exceed a decent pass. Now if four years is not considered too long for the pass course leading to the degree of B.A., should not an additional year be demanded for the course of study leading to the degree of M.A.? This would not