

The University and the School.*

After thanking Mr. Mayor Miner for the cordiality of his reception, and the Graduates for the efforts they had made to render the meeting a success, Principal Peterson craved the indulgence of the audience while he referred to the important subject of the provincial schools. The University was popularly supposed not to have any real interest in the schools, and to give itself very little trouble about keeping in close touch with actual school conditions. This sort of talk is very common, the Principal went on to say, among those who seemed to make it their business to set the city and the country in antagonism to each other, and to stir up unhealthy rivalries. On the Protestant Committee for example, the city member is "suspect" to the noisy little clique that is so fond of airing its views in the press of the province.** He is not supposed to know anything about our rural schools. If he happens to be what is erroneously termed a "University representative," so much the worse for him! His motives are purely selfish, and all he cares about is the 5 p.c. of pupils in the country schools who are likely to go to the University. The other 95 p.c. he does not consider at all, except so far as he may get the opportunity of forcing them into the same mould as the University entrance.

Now what nonsense all this is, on the very face of it! I do not hold any brief for all Universities in all lands, and at every period of the world's history. But of the modern and up-to-date University it can be confidently stated that the standard and the subjects which it prescribes for entrance are those of a good "School Leaving Examination." It seeks to apply an impartial test, according to approved methods, to the general work of the school, and makes as little distinction as may be between "University candi-

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** For examples, see Appendix, pp. 13 and 23.

