

the specialty courses of modern times. But with the widening of the horizon, specialization, he admitted, had become more necessary. The general education he approved was one which laid the foundation of a broad, general, useful education, and then specialized according to the aptitude of the pupil. "I am bound," he continued, "to give the palm to a classical education as being indispensable to the highest culture, and I shall be sorry if the time ever comes when any university shall have so far forgotten the traditions of those old schools which have given the world such famous poets, scholars and writers, as to give a secondary place in its curriculum to masters of Latin and Greek."

Mr. Ross said he had been charged with neglecting the public for the high schools. This would be a serious thing if proven, and still more serious if true. While his anxiety was great for the public schools, it was no less great for the secondary schools. Without higher education there would be a dead mental level. There must be leaders of thought, men of character, men of force, to govern the country, and in order to produce these there must not only be proper facilities for primary education, but for education all the way up. He was always delighted when a collegiate institute was opened, and more when a university like this was opened. He did not care to open a university as a school unless he felt that it was calculated to have some influence upon the life of the nation. Its purpose should be to have vital power in the development of men and women for future citizenship. If it failed in that it failed in all. An educated fool was no better than any other fool—in fact, more tedious by reason of his perfect inanity. In all sincerity he did not think her universities had done enough for Canada. He did not think they had the power they should have upon the public life of Canada. How many university men were in the legislative halls, the

municipal councils, the public institutions of the country? In the last British House of Commons 371 of the 670 members were graduates of the great universities of England. No wonder that the British House of Commons was the grandest deliberative body in the world! "I say our universities should so impress their individual life upon the nation that men will see that people trained in them have superior fitness for the positions in the gift of the people. A university should make us better men, more tolerant men. Don't we want to take a wider view of the possibilities of this country in our denominational relations, in our inter-collegiate relations? Instead of endeavoring to discount each other, to discredit the work of another because it is not done our particular way, we should exalt and aid him in whatever he puts his hand to. We are not as refined in our literary tastes as we should be. Is it the works of Shakespeare, Milton, Tennyson, of Macaulay that are most sought after in our public libraries? No! It is the great current of light fiction, so light that it is almost like the vapor of morning, passing away with the rise of the morning sun, and on this does our great Caesar feed and shrink every day. Can you make Caesars on such literary pabulum as that? Sixty per cent. of the reading of our Canadian public libraries is fiction. This fiction may serve as dessert after a substantial meal, but it does not make men, no matter how it is fixed. Carlyle has said that a man after reading a French novel should wash in Jordan seven times—and it was Goldwin Smith, I think, who said that this light fiction was the bad tobacco of the mind."

In conclusion the honorable gentleman dilated eloquently on the necessity of building character as well as mind. The students did not merely send their brains to the university to be submitted to a cerebral massage, but they should go through it, body, souls and mind, and come out sub-