

educational results, and the unwearied advocates of a larger educational liberality. If during the earlier years of the half century success does not seem to have followed as closely on the heels of effort as at present, let us remember that teachers then had to contend with difficulties which happily no longer exist. Expansion of school curriculum and improvement in school technique were naturally then of slow growth, since among self-governed people, such as ours, all movement in that direction is measurably dependent on a developed public opinion for its support. Our early graduates builded as well as they were able, did the best it was possible to do with their materials and opportunities. Perhaps their most arduous and most effective work was done quite outside the range of school routine. They had to preach and make possible the gospel of a free education to all. They had to win success in the face of some active and of much passive opposition. They had to move the multitude, to overcome the inertia of the masses. They had to break down the prejudices of the people. They had to proselytize those with whom they came in contact. They had to energize the trustees and to relax their too tightly drawn corporate purse-strings. They were met everywhere with no obstructive cry, "en bono." They had to bear with whatever of equanimity they could command, not only the intolerant criticisms of the ill-disposed, but with the fussy and ignorant interference of pretentious friends, and especially of those in authority. When forty years ago I ventured to devote an occasional hour to entomological and botanical excursions with my classes along the Hamilton mountain side a kindly intendant and influential member of the board remonstrated with me against what he feared would be regarded as a very sinful waste of valuable time on purely frivolous pursuits adding, that, in his opinion, if such things had to be learned at all, it should be from proper text-books. Then and there I was so strongly placed in my position that I could and I did persist in my methods of teaching these subjects, but I was in that respect exceptionally fortunate. I am quite sure that in most places a teacher who then presumed to send or take his classes afield on botanical rambles in search of plants and flowers, such rambles as are now proscribed by the regulations and organized in every school, would have been looked upon as an educational crank, if not as an educational lunatic, and would in all probability have been summarily dismissed by his irate trustees, as being too lazy himself to look up garden sage for his own dinner or posies for his own buttonhole.