

ronto, an ambitious effort to illustrate the modern Romanesque, so much favored by the eminent American architect, Richardson; Osgoode Hall, the seat of the great law courts of the Province of Ontario, which represents the general idea of the Italian Renaissance. Year by year we see additions to our public buildings, interesting from an artistic point of view, and illustrating the accumulating wealth of the country, as well as the growth of culture and taste among the governing classes.

The development of culture of a high grade in a relatively new country like Canada, with so many urgent material needs, must largely depend on the educational machinery of the country. Chiefly, if not entirely, owing to the expansion of our common-school system—good in Ontario and Nova Scotia, but defective in Quebec—and the influence of our universities and colleges, the average intelligence of the people of this country is much higher than it was a few years ago; but no doubt it is with Canadians as with their neighbors, to quote the words of an eminent public speaker whose brilliancy and humor sometimes lead one to forget his higher criticism—I refer to Senator Chauncey Depew—"Speed is the virtue and the vice of our generation. We demand that morning-glories and century-plants shall submit to the same conditions and flower with equal frequency." Even some Canadian universities, from which we naturally expect so much, seem disposed from time to time to lower their standard and yield too readily to the demand for purely practical education, when, after all, the great reason of all education is to draw forth the best qualities of the young, elevate their intelligence, and stimulate their highest intellectual forces. The animating principle with the majority of people is to make a young man a doctor, a lawyer, an engineer, or to teach him some other vocation as soon as possible; and the tendency is to consider any education that does not immediately effect this result, superfluous.

If we are to come down to the lower grades of the educational system, it is also doubtful whether, despite all its decided advantages for the masses—its admirable machinery and apparatus, its comfortable school-houses, its varied systematic studies from form to form and year to year, its well-managed normal and model schools, its excellent teachers—there are not also signs of superficiality. The tendency of the age is to become rich fast, to get as much knowledge as possible within a short time; and the consequence of this is to spread far too much knowledge over a limited ground—to give a child too many subjects and to teach him a little of everything. These are the days of many cyclopædias, historical and scientific digests, reviews of reviews, French in a few lessons, and interest tables.