

to Modern Languages and Science; therefore we, who are a 'progressive' people, should follow this 'modern' movement. This argument overlooks the fact that in Germany the classical schools largely predominate, and therefore the vast majority of students who enter the University, whether they intend to be clergymen, lawyers, doctors, teachers or civil servants, have studied Greek, and studied it thoroughly, in the High School. But we have a single system of High Schools; and if Greek is expelled from them, where are our future scholars to be trained? I foresee that, if the present system continues, the Universities will be forced to give an elementary training in the subjects not acquired by their students in the High Schools, or we shall be compelled to establish more schools of the type of Upper Canada College. I say that this will be the result, for I will not believe that the people of Canada can much longer remain blind to the wound inflicted upon scholarship and science by the mistakes of their educational leaders. To the institution of more schools, after the model of the English Public or Grammar School, I have no objection: they would probably apply a better discipline and training to the sons of our wealthier citizens—often the most pernicious, because the idlest, element in the community—than the ordinary schools afford, but, from the nature of the case, such schools would not remedy the defects of our present system, but would rather tend to accentuate them by abandoning our High Schools to the tender mercies of those 'hold, bad men,' the advocates of optional studies in our High Schools. What we need is an education of the highest kind, open to all; an education which will do the best that can be done for clever boys, however poor their parents may be. We must therefore, as I think, look mainly to the ordinary channels for improvement in our methods of education. Canada is still in the making, and, in our zeal for the progress of industry and commerce—a laudable zeal for which I have the greatest sympathy—we must not allow ourselves to fall behind or neglect the just claims of science and scholarship. If we do, the whole community will suffer. Hence, even if it were wise of Germany or England to permit High School pupils to elect their subjects of study, it would be unwise for us. There is no immediate danger of the higher studies falling into the background in these old countries,