

Maclaren says, "The path was well trodden from the farmhouse to the university." Thus there was fostered in Scotland a keen appetite for the benefits which the university confers. Many of her sons who were strangers to wealth and ease acquired an academic training through resolute and unsparing effort. By their toil to secure a college education, they won the power for higher toil, and developed the fibre of their will and character as well as of their mental faculties. And so it came about that while the English universities might have men of higher scholarship, those of Scotland were far more fully serving the nation, moulding into excellence materials from all classes and keeping in touch with all, helping to place that little people in the very front rank of educated nations, enabling them to contribute very largely in proportion to their numbers to the growing thought, the enlightenment and progress of the world.

In Canada we have been influenced by both of these types, but for the most part the Scottish type has prevailed. University education has rightly come to be regarded by us not as the exclusive property of the well-to-do, a preserve for the children of privilege, but as an advantage that should be open as far as possible to all who have brains and energy to avail themselves of it.

We are a democracy. We think that no man among us should be doomed to an inferior place by reason of birth, but that if he be gifted with superior talents the way should be open for him to make the best of himself for the benefit of the whole community. We want to make the most of ourselves, as a people, to make the best of the youth of our coun-

try, on whom its future depends, to develop their intelligence, their love of truth and righteousness, their power of forming wise judgments and correct opinions. We want them to have increasing capacity for handling the resources of the country, for dealing with the problems of commercial, social and political life, while at the same time they should be as familiar as may be with the best thoughts of the best thinkers, and have their life enriched with the ripest fruits of the generations that have gone before us. We want them to be fitted in the fullest degree for citizenship in this country, which, more than any other country, is opening out with amplest and most attractive opportunity.

Now, many influences may contribute to this training for citizenship. In addition to the public schools, to which the formal education of the majority must be confined, there are facilities for self-training always open to the earnest. There are libraries and reading rooms, and the vast and varied information of the daily and weekly press. There are magazines and books, at so moderate a price as to be within reach of the humblest purse. There is the invaluable experience of one's daily work, bringing him in contact with men, from each of whom something may be learned; and a familiar adage reminds us that experience is the best teacher, although it may be added that her fees are sometimes very high. There is, for those who can afford it, the training school of travel, peculiarly helpful to him who keeps a watchful eye and open ear; and even the poorest and most untraveled may, if he have suffi-

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