

fessor Paulsen of Berlin recently reminded us, "the high school teacher shares with the university teacher the character of being a scholar or man of science; his position and social reputation are determined by the fact that he has a place of his own in the world of letters and science." This consciousness of discharging a high function in the state imparts a certain dignity and energy to his life. "There are among the ablest members of the profession few who do not feel it to be their right and their duty, an obligation of honour, to do something for the advancement of knowledge. And a great many actually carry this idea into effect, often under difficult circumstances, and with the expenditure of very great energy of will. We have only to turn over the pages of a German magazine of whatever branch of knowledge to gain an idea of the extraordinary extent to which the High School teacher participates in the work of research; and even in the production of books his share, quite irrespective of text-books, is very considerable." So much as to the High School teacher. Professor Paulsen also remarks that "in Germany the university teacher is not a mere instructor; his main function is research of some kind." Now, though it is much to the credit of our university teachers that they have made some contributions to the increased knowledge of the race, it can hardly be said that their "main function" is research. The University exists for the diffusion and the discovery of truth; but of these two functions, our Canadian universities have been mainly occupied with the former. The work done in them is to a considerable extent merely a continuation

of the work done in the High Schools, with the result that the energies of our University teachers are to a very large extent expended in teaching what is already known. No doubt a certain amount of research is carried on in our Universities by post-graduate students under the direction of the professors, but the comparatively small number of University teachers makes it impossible that we should at present compete with Universities like Johns Hopkins, Cambridge or Oxford, Leipzig or Berlin, in the work of research. With this inferior position we cannot be permanently satisfied. Lord Strathcona has recently said, that by the end of the century Canada will have a population of fifty millions. If this is so, we cannot devote too much attention to the improvement of our educational system from top to bottom. Canada is one of the most important members of the Empire, and in no way can she better promote the good of the whole than by developing wise and noble citizens; and such citizens can only be produced by a people who are on fire with the enthusiasm of truth. The necessity we are under of developing the material resources of the country should not blind us to the supreme importance of generating a race of scholars and men of science. The busy, practical man must always have a difficulty in sympathizing with a life that to him seems remote and ineffectual, but he should reflect that, had it not been for the toil and sweat of the truth-seeker, we should still be at the stage of our barbaric ancestors. Fortunately, there always have been, and always will be, men who find in the search for truth their own highest satisfaction. The University, so far as it has escaped