

And yet there are some who profess to fear that we are over-educating our people. There might be some ground for this if we were seeking to drive all students into what used to be called the "learned professions." But, as to over-education in general, let Germany give its answer. It is calculated that in Germany during the last thirty years the number of men of university training (including schools of technology, mining, agriculture, forestry and veterinary science) has doubled itself. The industrial life of this country has gone on developing in close contact with its academic life. The practical undertakings of German captains of industry rest on a solid basis of scientific training. Nowhere has the truth more fully emerged that Law and Medicine and Theology are not now the only technical applications of academic studies. Germans recognize the fact that it is the abstract and theoretical learning fostered by the university that supplies the basis on which rest all the marvels of modern scientific activity. And no expense is spared to carry out the work. You have heard how the great railroads of this country have recently combined to found, in connection with our Faculty of Applied Science, a department of Railroad Engineering. But in Germany this sort of thing is going all the time. Take the manufacture of explosives. Rival concerns combined some year ago, knowing how much they depended on high science, to subscribe about half a million dollars, and to found close to Berlin an institution which they called their *Central-stelle*. This establishment, "maintained by subscription at a cost of about £12,000 a year, is presided over by one of the most distinguished professors of chemistry in the University, with a staff of highly trained assistants. To it are referred as they arise the problems by which the subscribers in their individual work are confronted, and by it is carried on a regular system of research in the field of production of explosives, the fruits of which are communicated to the subscribers." (Rt. Hon. R. B. Haldane, M.P.)

But with all this Germany does not make the mistake of forgetting the things of the mind. To show you where the danger lies here, I want to read you something which recently appeared in a Canadian journal. True, it has reference only to school education, but, after bearing the extract, you will ask yourselves what we may look for if such things are to be done in the green tree. *Canada First*, p. 10: "I visited once, some years ago, a high school in a little Ontarian country town, situate in the midst of a great stretch of beautiful and fertile soil, all of it arable, much of it wooded, and bordering on a bountiful and navigable lake. Its head-master told me, evidently with pride, that his upper classes were reading Plato's *Laches*, and Tennyson's *The Princess*, a