

termining its policy, not to say the policy of the University, have sometimes spoken and acted as if the University of Toronto possessed all the educational good to be found in this province. In these matters, as in most, charity of judgment, and generosity of conduct pay. If the one and the other of these qualities had been displayed consistently in the past, the University of Toronto would probably have been richer in money to-day. Instead of making war upon a sister University in order to bolster up her own cause it would have been more seemly and more profitable for the University of Toronto, in the light of the history of the past fifty or sixty years, to make every possible alliance with other representatives of the higher education in trying to lead the people of the province to see that the Univer-

sities of the present and the future within its boundaries ought to be supported under proper conditions and restrictions) as liberally and as bountifully as the Public and the High Schools. If such a policy is adopted by the Alumni Association and the University generally, larger deputations will not be necessary in the days to come, for support will probably be cheerfully given wherever it is needed and whenever there are means of providing it. To a task such as this the Association may well turn its attention, and to the work of procuring for the University a liberal constitution to be liberally administered in the interest of the successive generations of students and of the country at large, to which after all, and not to the graduates, we must all of us remember at all times the University itself belongs.

## THE CLAIMS OF AGRICULTURE ON OUR SCHOOLS.

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OUR present educational system is the outcome of centuries of thought and progress; a kind of evolution. The subjects of study prescribed are those which our ablest minds of the present have selected as best suited to the most harmonious development of the human faculties. This being true, the man who would lay rude hands upon our curriculum, to tear some of it away and replace it with new, should do so only after very careful study and the fullest possible knowledge of conditions and necessities.

While fully alive to all this, it is felt by very many, and that feeling is now rapidly spreading to the general public, that the remarkable progress made during the last quarter of a century, in all departments

of manufacture and conditions of life, has found a very slow response in our subjects and system of education. We seem to be bound to the traditions of the past, and to be unable to adapt ourselves to changed conditions. Why the concrete and practical problems of actual life cannot be made as much use of for mental training as the abstract and theoretical subjects of school life, is difficult to understand.

That we are at last making some progress is shown by the modification of our High School curriculum giving commercial classes a prominent place. It is further shown by the equipping and maintaining of technical schools, and still further by the establishment of manual training classes in connection with some of our Collegiate Institutes