

Canada is rapidly expanding and maturing, marching with giant strides over her vast prairies, and beyond their mountain barriers, to the Pacific, that a warning voice be heard in time to remind her :

"How ennobling thoughts depart
When men change swords for ledgers, and desert
The student's bower for gold."

Of all the apprehensions that can beset the public mind, the dread lest the rising generations of Canadians shall be too highly educated appears to me well-nigh the most preposterous. I rather look forward to the time when, with a more ample diffusion of true culture, our present standards will be found wholly inadequate. Education is at best a relative thing, and includes much besides what is learned in schools and colleges. We live in an age of widely diffused, though still very superficial knowledge; and, as in the dark ages, even a little learning stood out in contrast to the surrounding gloom, so now the requirements of the university graduate may seem to separate him from the hardy toilers busy with the industries of daily life. But our telegraphs, telephones, ocean cables, and electric light, our steam ploughs no less than our steam presses, with all the other practical applications of modern science, prove that the thinker is toiling and reaching towards no less useful ends than the skilled mechanic, the merchant, or the manufacturer. And as for the farmer, is it an accredited Canadian axiom that boorish stupidity is essential to his success and that barren brains and vacant minds can alone plough the furrow, and transform forest and prairie into fertile fields?

We still recognize the rugged soil of New England as the intellectual centre of this American continent, where Harvard, Yale, Williams, Amherst, Dartmouth, and others of its older seats of learning have only

STIMULATED ITS HARDY SONS

to more vigorous enterprise and a proverbial acuteness in all the exigencies of material progress. In Scotland, where my own early experiences were gained, no one imagines that cultured brains are an impediment to willing hands. There the national Universities are true people's colleges, as the Provincial College of Ontario, no less justly, claims to be. The sons of the Scottish farmer are no strangers to college life; nor is it there a matter of surprise to see the student pass from the college halls to the manufacturer's workshop, the banker's or trader's desk, or the ample acres of a Lothian farm. Your own experience tells you whether or no the Scot makes the worst colonist for free access to such intellectual training as is elsewhere reserved for a privileged class. Nor is the

condition of Scotland's rugged soil to-day, amid all the disadvantages of her ungenial climate, such as to awaken in the minds of her social reformers any dread lest the increasing facilities of education shall tempt her sons to desert the plough, either for the student's bower or the lawyer's brief.

It is a piece of shallow blundering that seeks to class apart the thinkers and the workers. Mind and hand require not only their own special training, but must also learn to work in concert, and the world is the loser when either the thinker or worker is powerless without the other's aid. Education brings every faculty into play, opens up a thousand avenues of knowledge, gathers into one focus the experience of ages, confers a mastery over many practical results wrought out by the world's greatest thinkers, gives broader views and a wider sympathy with every great movement of human progress. There are indeed men of contemplative unpractical minds whom the love of abstract thought tempts into an ideal world of their own, and who, whether subjected to University training or excluded from its advantages, will never play a part in the active business of life. Such men of studious tastes are naturally to be found in the ranks of undergraduates; but it is a very mistaken estimate of the influence of academic training, with its rigorous inductive processes, and its systematized application to courses of study all directed to a special end, which either ascribes their dreamy abstractions to the experiences of college life, or accepts them as the type of the University graduate. The leading statesmen of England in our own day, the men who have

"Moulded a mighty State's decrees
And shaped the whisper of the throne,"

have been among the foremost honour men of their universities; and have not unfrequently sought relaxation from the cares of State in Plato's philosophy or Homer's epics.

As to the dread of multiplying lawyers or doctors to excess; I could not say of either profession that it is not possible to have too many of them; but I imagine that the laws of supply and demand will regulate that in the long run, as surely as it controls the merchant's imports or the farmer's crops. Everywhere among civilized nations the practical value of education is being more and more appreciated. One of the most recent events at Cambridge is the founding of Cavendish College, under the presidency of the Chancellor, the Duke of Devonshire—hereditary representative of the gifted master of science whose name it bears—with the announcement as one of its foremost aims:—
"To enable junior students, especially those