

candidates to present an approved thesis in some subject, in addition to the tests already in existence.

But some may say, that is all very well as far as the under-graduates are concerned, but has the university no duty towards its graduates? I believe it has, but it seems clear to me that it would do very little good to this class by the establishment of post-graduate courses. What it ought to do is to establish a journal or a series of journals in which its graduates might publish the results of their investigations in the various departments of study in which they are interested. No matter what degree a man may take, it will amount to very little, if, as soon as he obtains it, he ceases to study and investigate. The possession of organs for the publication of investigations is a necessity to higher learning, no matter what sort of university courses you may have. But the poverty of the university may interfere here as elsewhere. If so, can the teachers themselves do nothing in the meantime? We have our four special associations whose programmes are always open to us, and it is a disgrace to the teaching profession of this country that those four programmes are always so meagre in scholarly things.

The greatest source of discouragement in connection with education in Ontario is the fact that there is such an indifference regarding growth in knowledge amongst our university graduates. How many men in this country can be looked on as being amongst the authorities in any subject? How many can be found whose knowledge in any subject would be called even respectable by the great authorities? There are some, but they are very rare. The university graduates of our country need an awakening, and that awaker ought to begin amongst the

teaching profession. What are the hindrances to such an awakening? They are numerous. We are a very material people, although we do not seem to know it. The Anglo-Saxon who lives in North America is amongst the most material of civilized beings. His great object in life is getting on. So long as he can have warm houses, soft beds and "square" meals, questions of an intellectual or artistic character have small attraction for him. He demands of his school teachers, not that they shall advance human knowledge, but that they shall make the school a success, that they shall pass many candidates at the various examinations in vogue amongst us. So the poor teacher must be a hewer of wood and a drawer of water, one who shall teach all day and correct exercises all night. Why should a teacher have an opportunity to increase in knowledge? Knowledge is of no value, and if the teacher had any extra time he would not spend it in gaining knowledge, but in gambling in stocks or real estate or the like. In time the teacher gets to look on sentiments like these as quite natural and proper, and moreover he does not wish to be loaded with extra educational baggage, particularly since it might interfere with his success in running in the race for better positions. He comes to look on things as his master, the trustee, looks on them: *tel maitre tel valet*: Shall it be ever thus? Will there not come a time when boards of trustees shall look for higher results than those that can be measured by examinations, and inspectorial visits? Yes, when a different spirit pervades our people. And that different spirit will come when a fair proportion of teachers show that they are themselves devoted body and soul to the interests of learning. There is no reason why there should not be a respectable