

the spirit of the foregoing extract is so much in accord with what seems particularly applicable to our High School system that I hope to be pardoned for somewhat wresting the passage from its intended bearing. Indeed on careful perusal I cannot but surmise that, in the words, "One grand aim . . . training men for teachers," the doctor, bearing in mind the influence the University is exerting on the community through its graduates in our High Schools, intended an indirect reference to the latter section of our educational system. Be that as it may, his words, I think, may be taken as a clear and concise enunciation of the duty the High School ought to discharge to the community. While it is the function of the University to supply the "culture of the gifted few," it is that of the High School to create "the wise sympathy of a well-educated community." In fact, if the High School does not perform this latter duty, standing as a medium between the University and the Public Schools, and directly colouring the minds and influencing the tendencies of the teachers in these Public Schools, it is hard to see what claim it has on public support. The recent outcry against expenditure on the High Schools can be traced to no other source than the mistaken notion that these schools exist only for the benefit of those "gifted few" who are to shine first in the University and afterwards in the professions. Of course the one defence of the High Schools, that they are training public school teachers, is all-sufficient, in theory. But if in practice we train our public school teachers merely as though they were embryo university students, then the outcry is justifiable.

In the department of classics a school of thought has of late arisen that seems to lose sight of the true function of the High School. There

are, it is to be feared, too many of our more ardent classicists who, full of honours and scholastic zeal, persist in regarding the High School as merely a feeder to the University. They measure the extent of their services to the public by the rapidity and abundance with which they can contribute to the stream of the "gifted few." Their success in classics is by themselves judged according to (1) the numbers, (2) the time of preparation and (3) the adroitness of the students they annually place in the hands of the University professoriate. Too often, apparently, do they belittle or ignore the influence they wield or ought to wield over the 95 per cent. of pupils with whom they come in contact, the 95 per cent. who never can and never will enter the halls of the University, but most of whom nevertheless go straight out from the High School as the only educators of the community at large. The hundred or two hundred students, met with in the average High School, are, in too many instances, viewed as a common herd from which to cull the choicest few, who are to be consecrated on the altar of academic distinction as a peace offering to the powers that be. Modern languages or the natural sciences are good enough for the "poll" who are preparing for the vulgar occupation of educating the masses. The refining influences of Homer and Virgil have nothing in them suitable for the wants of the third class teacher. That is the cry of the uninitiated, and classical masters live up to it. And yet the third class teacher—God help him—is the chief factor in creating that atmosphere of a "sympathetic and well-educated community," considered so essential to the well-being of the University.

A few scraps of poetry in the mother tongue are quite sufficient æsthetic nourishment for those who