

in advance we may take, will not embarrass future action. And what steps can be taken? The standard of matriculation can be raised a little, let us hope. This appears likely to be accomplished, although I am afraid but little will be done unless there is a combined effort by all those who have the matter at heart. There is a great deal of small, narrow selfishness to be overcome if we really are to succeed. The university must be willing to lose some students and the schools must be willing to have smaller success at examinations, or the same old evils will go on for ever.

I know I am touching on a delicate subject, but I cannot refrain from saying that in my opinion there is a great loss of time in both our Public and High Schools on account of wrong notions regarding the meaning and purpose of schools and of subjects taught in the schools. It would be impossible at present to give in detail the reasons for my views on this point, so I must content myself by naming briefly some of the things in which I think time is lost. I think that Scientific Temperance, for instance, is an improper subject for Public Schools, and I think that far too much time is spent at Arithmetic, Euclid, Grammar, Book-keeping and Calisthenics in our High Schools. With regard to the time spent in some of these our country stands alone, and so far as I can see there is no achievement in scholarship to which we can point to justify the wisdom of our exceptional conduct. Often during the last fifteen years have I heard foreigners express their astonishment that we spent so much time on the futile problems of Arithmetic and Grammar, and so little on the much more important problems of Higher Mathematics, of History, of Natural Science and of Linguistics. To my mind it is idle

to look for any real raising of our standards until there is a radical reconstruction of our programmes and time-tables.

The university must also try to raise the character of the undergraduate work. At present it is far from satisfactory. The spirit of the average student regarding learning is not right. He boldly avows that he does not come to the university for knowledge; but for various other reasons, such as to mix with his fellows, to learn how to do business, how to manage elections and societies, to edit newspapers, to debate, to look after his body, to become an athlete, foot-ball player, boxer and fencer, in short to do any and everything but what ought to be the business of a university. Of course, there are other types. One very common is the serious-minded, narrow man who is anxious to pass his examinations creditably, but who absolutely refuses to do anything that is not prescribed by the curriculum.

It is hard to find a student who has any strong desire to know things for their own sake. Those who have any buoyancy or eagerness are extremely rare. There seems to be a sort of *blasé* condition amongst them in spite of their ignorance. Now, what is to cure this? Like all other deep-seated, chronic diseases the cure will be slow. A right spirit amongst all teachers is what is first required. *We* must set a good example before we complain too much of the defects of our students. And the teachers of this country, both in High Schools and universities, have not done their duty in the past. In addition to this matter of arousing a right spirit, certain practical measures may be taken gradually as circumstances permit, as, for example, the institution of a new test for graduation with Honors, by making it necessary for