

earnestness, cheerfulness and high ideals, is ready for his best work. When such men and women leave college they go through life with open minds, with broad sympathies, and appreciative respect for all the worthy achievements and attainments of men and women, of boys and girls. Their patriotism finds its best accomplishment in making and leaving a better place, with a better path, for better children, to carry the torch of life onward and upward, clearer and stronger, because of what they have been and done.

The whole of the self-governing people of Manitoba must be an educated, cultured people. That is a high aim. Is it practicable? Certainly it is, if the experiences of the vocations and the experiences of leisure, plus the treasures of science, literature, history, art and religion be used to that end. I recognize that my time is spent and that this is not the occasion for me to discuss the details of "courses of study" as such. They have been regarded professionally as in themselves a chief means of education. Much attention has been paid to their content of information from the standpoint of conventional culture, and some of them have been regarded as possessing special values for discipline, with intentional neglect of the usefulness in later life of any knowledge acquired during the process. My plea today is for such a further reorganization and reconstruction of "courses" and "time tables" in schools, colleges and the university as will ensure to the young generally a full measure of educational culture quite as suitable for the fundamental vocations or occupations as the formal education of the recent past has been for the few learned professions. That can be brought about gradually by bringing in an orderly succession of series of experiences obtained, (1) through participating in work similar to that of the fundamental vocations or occupations to be followed; (2) through enjoying recreational play and games similar to those which would best serve the whole community, with particular attention to class singing and the enthusiasm of mass singing, and (3) through instruction in, and the study of, subjects which minister to progress in understanding, in knowledge, in ability to do, in maintaining high standards, and in co-operating with good-will—all with due regard to the age, sex and strength of the pupils. In short, I beg you to consider whether the formation of good habits (of body, mind and spirit) for work, for play and for living is not both a process and a result of educational culture.

It will cost the Province some money and much labor to attain a cultured population. Taxation for education is not tribute to a foreign power, it is not the extortion of a privileged interest or monopoly; it is the contribution of a free, self-governing people to ensure the prevalence of intelligence, the administration of justice, the sway of good-will with equality of opportunity for all to attain satisfaction through service.