

UPPER CANADA COI

TORONTO

Founded 1829 by SIR JOHN COLBORNE, Governor of Upper Canada

A Boarding School for Boys AUTUMN TERM begins THURSDAY, SEPT. 13th, at 10 a.m. BOARDERS RETURN ON THE 12th

Courses for University, Royal Military College and Business. Senior and Preparatory Schools in separate buildings with full equipment. Large grounds in suburban district. Detached infirmary, with resident nurse. Summer camp at Lake Timagami conducted by the Physical Instructor of the College. School Calendar, containing full particulars, will be formulated as application. furnished on application. ARNOLD MORPHY, Bursar.



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Rev. J. O. Miller, M.A., D.C.L.

RE-OPENS SEPT. 11th, 1917



St. Andrew's College

TORONTO
A CANADIAN SCHOOL FOR BOYS
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UPPER AND LOWER SCHOOLS
Careful Oversight Thorough Instruction
Large Playing Fields Excellent Situation
Autumn Term Commences Sept. 12, 1917
REV. D. BRUCE MACDONALD, M.A.I.L.D., HEADMAS'
Calendar sent on application

ST. MARGARET'S COLLEGE

A RESIDENTIAL AND DAY SCHOOL FOR GIRLS
FULL ACADEMIC COURSE, FROM PREPARATORY TO
HONOUR MATRICULATION. MUSIC—ART—HOUSEHOT D
SCIENCE—PHYSICAL EDUCATION—GAMES—SWIMMING

SCHOOL REOPENS SEPT. 12th

MISS J. E. MACDONALD, Principal Calendar sent on applicati





One stroke of a bell in a thick fog does not give any lasting impression of its location, but when followed by repeated strokes at regular intervals the densest fog or the darkest night cannot long conceal its whereabouts. Likewise a single insertion of an advertisement as compared with regular and systematic advertising is in effect not unlike a sound which, heard but faintly once, is lost in space and soon forgotten.

No Better Than Opium

S INCE the Classics vs. English matter referred to in these pages a few weeks ago from the Fortnightly Review, other oracles have been taking a hand in the controversy. We quote from August Current Opinion:

The defence of the classics in American education is eloquently summed up by Senator Henry Cabot Lodge in this manner:

"To the mass of mankind science means the steam-engine and the telegraph, the telephone, the dynamo, and the motor-car, wireless telegraphy, and aeroplanes. No one would think of belittling the value and helpfulness of these wonderful inventions which have beneficent purposes. But they all minister to physical comfort. They leave the soul of man untouched. The spirit of man, that which is highest in him, is not lifted up and strengthened by an automobile or a tractionengine or even by an incandescent electric lamp. But the thoughts of men, of the philosophers, the moralists, and the preachers of religion, of artists and architects, of the dramatists, the singers and the poets, whether conveyed to us in paintings, statues, and buildings, or in books, are the real forces which have moved the world."

The case against the classical languages, as presented by H. G. Wells in the same review, is an attack on R. W. Livingstone's "A Defence of Classical Education" (Macmillan). Mr. Wells declares that most of those who are most vigorous in their claims that a knowledge of Latin and Greek is most helpful in the creation of a fine English style, are themselves, for the most part, poor and mediocre writers of English. "If these men do not use their own language nicely, if they miss its subtle opportunities and reason in English with a blunted edge, we are left skeptical by their enthusiasm for the unapproachable subtlety of two languages which, after all, they cannot possibly know so well nor use so freely as they do their

The fact, Mr. Wells, continues, that they have failed to bring the treasure over into English (since translations are said to fail in this), "is the most fatal flaw in their very flawed case." One must approach this problem in the role of a father, Mr. Wells thinks. "I wanted my boy to be as highly educated, as well educated, as possible. . . . He is to be an illuminated man." But, even granting the value of the humanities, the father must remember that, after all, his son is English or American.

"He is going to think in English, and he will not do that well unless he has exercised himself in every possible use of our most flexible, beautiful, expressive, and very difficult tongue. He cannot afford to keep it only for the meaner uses, because will be necessarily the medium of all his private thinking. Greek literature may contain the most marvelous intellectual yeast, but it is no real good to him until it is fermenting and reacting in that flow of English thoughts and ideas which will be the essential aim. I do not want him to go off for private mental exaltation into a study, and come out of it again not even trailing clouds of glory into his every-day life. Such learning is no better than opium"

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Re-opens Friday, September 14 h Boarders enter Thursday, September 13th

Westminster ollege = Toronto

A RESIDENTIAL SCHOOL FOR GIRLS

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Re-opens Wednesday, September 12th

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St. Agnes' School Belleville - Ontario

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d. Carroll, Principal. School re-opens on Sept. 12th, 1917



DEPARTMENT OF THE NAVAL SERVICE.

Royal Naval College of Canada.

Royal Naval College of Canada.

A NNUAL examinations for entry of Naval Cadets into this College are held at the examination centres of the Civil Service Commission in May each year, successful candidates joining the College on or about the 1st August following the examination.

Applications for entry are received up to the 15th April by the Secretary, Civil Service Commission, Ottawa, from whom blank entry forms can be obtained.

Candidates for examination must have passed their fourteenth birthday, and not reached their sixteenth birthday, and not reached their sixteenth birthday, on the 1st July following the examination.

Further details can be obtained on application to G. J. Desbarats, C.M.G., Deputy Minister of the Naval Service, Department of the Naval Service, Ottawa.

G. J. DESBARATS.
Deputy Minister of the Naval Service.
Department of the Naval Service.
Ottawa, March 12, 1917.
Unauthorized publication of this advertisement will not be paid for.



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