

*Medley.* Some day, perhaps, some one will have the sense to substitute for Plato and Tennyson, tuition in intensive farming, scientific dairying, stock-raising, horse-breeding, poultry-keeping, fruit-growing and preserving, bee-keeping, pisciculture and fish-curing, and forest-conservation. I should think the sooner that day comes the better."

In opposition to this, let us not forget that intellectual advancement may well go hand in hand with practical activity. In Germany the application of the highest knowledge to commercial and industrial enterprise is not allowed to obscure the claims of pure culture. That is an end in itself, and if it is to be realized in its greatest perfection it must be sought in and for itself. In the schools of our Province, conditions would be worse than they are at present if the writer of the extract just quoted were allowed to have his way. What we need in our schools is not a longer list of subjects, but some method which shall secure that the pupils know a few things well. The instruction given should be more thorough and less diffuse. It saddens me to realize at times the contemptuous attitude of persons who think they know what ought to be taught in schools towards some of us who are professionally identified with teaching interests. The country districts, for instance, are jealous of the control which the university rightly claims to exercise over the whole school system of the Province. Not more than 5 per cent. of the pupils, they say, are going to the University; therefore the University should leave the 95 per cent. alone! Two points of view occur to me here: First, that so far as true education is concerned, the needs of the 95 per cent. are not really so different after all from the needs of the 5 per cent.; and, secondly, that the University which would seek to set up an impassable barrier, as regards entrance, between the majority of the scholars and the smaller remnants, in estimating the results of efficient school-teaching, would stamp itself as hopelessly out of date. But this is a subject which is more proper to the atmosphere of teachers' conventions than to this. I shall only repeat that the influence of a modern and well-regulated university ought to be allowed to permeate all strata of the educational fabric.

This reminds me to refer to the new outlook that has opened up for common school education in Quebec since Professor Robertson was authorized to make the announcement of Sir William Macdonald's benevolent intentions in regard to it. Let me here quote what has been appropriately said by one of my University colleagues — Professor Caddon of Queen's College, Kingston — in praise of our greatest educational benefactor: "His name will remain honourably identified in the minds of his countrymen with educational work in Canada when that