

mineral wealth, or in the favorable or unfavorable position as regards climate? In none of these, which are only accessories to national position, but in the proportionate enlightenment or ignorance of the great body of the nation. Witness France and Germany. Which has the finer situation? Which, the vaster resources? Has not France? And yet, why was it that in the late gigantic struggle between the two empires, the country less favored by nature was victorious? Statistics published since the war reveal the reason, and show to the world that the army of Germany was an army of intelligent men, who knew and felt the importance of the struggle, in which they were engaged, while less than 50 per cent. of the French army was utterly wanting in the first elements of knowledge, let alone any due appreciation of the true position of France, in the contest. We might proceed further and compare nation with nation, antiquity with the present, but we would ever find the same fact evidenced, the same law invariable, namely, that the greatness of a nation is in proportion to the intelligence of its masses. And this intelligence is in proportion to the means adopted by the State for placing its acquirement within the reach of all; not in proportion to its universities or feeders of universities, but in proportion to the number and efficiency of its "Rural Schools." Again we refer to fact to substantiate this assertion. Every nation, especially of Europe, has its great universities; even Ireland and Spain have these, but Germany gives her people the "Kinderschulen." England has for centuries had her noble universities, Cambridge and Oxford, her Rugby, Eaton, and Harrow, and elaborate establishment of Grammar Schools—and they have produced their glorious results, but she is now awakening to a recognition of her oversight in the past, and making worthy efforts to give systematic and wholesome privileges to the millions of her rural population, lying

in ignorance, in many instances deep and gross. Austria and Russia even are also learning the lesson, and making its application. America cannot boast such higher schools as those of the old world, but what has caused the growth of the neighboring republic? Is not the principal reason to be found in the existence of her public schools, and especially her "Rural Schools?" For Canada we can answer this question in the affirmative, with a pride of nation, that sees in the future still more glorious results, which shall place our native land, our Canada, in her position as the new empire of the North. Let us hasten that day, and build upon the corner-stone of the edifice already laid, a national superstructure, firm, because cemented by the intelligent sentiments of each succeeding generation.

Nothing is more interesting than the history of the development of our school system; than a comparison of the past which is hardly passed, with the present which has but fairly commenced. We can remember, for instance, our first "going to school" in a little log school-house, on what was called the Governor's Road, between Paris and Woodstock, where, with hands behind our back, we sang the a, b, c's, and where, later on, seated on a bench with face to the wall, we traced our first "pot hooks." Now doubtless, there, as in other parts of our country, the dear old logs have given place to a structure more in accordance with the times, and the faces of children and teacher have changed; the new books have taken the place of the old spelling-book and English reader, and moral suasion has superseded the ferule. Where there was scantiness in every particular, is now abundance—the abundance of comfort, of books, blackboards, maps, and instruments—abundance of instruction, sympathy and encouragement. The welfare of both teacher and scholar is now studied. Our legislators continually direct their attention to the subject, and frame, reframe, and con-