

even help to stop the influx of people who want to leave rural homes for cities and clerical and professional pursuits. The same hopeful view is taken of the subject in England by Sir Joshua Fitch, though he would be one of the last to emphasize too strongly the value of manual exercise or to make too great claims for it, especially where it is not duly co-ordinated with the discipline which aims at mental culture. "A legitimate argument," says Dr. Fitch "in favour of more hand-work in schools may be found in the fact that by it we may, if it is wisely managed, overcome the frequent and increasing distaste of many young people for manual labour. In progressive countries there is often a vague notion that such labour is in some way servile and undignified, and less respectable than employments of another kind [How are we to awaken a true respect for the dignity of labour?]" Mainly by associating manual work with intellectual work: by recognizing in our systems of education that all art, even the humblest, rests ultimately on a basis of science, and that hand-work, when guided and controlled by knowledge becomes ennobled and takes a high rank among the liberal employments of life, even among the pursuits of a gentleman."

So much for the curriculum. If I have said more on this subject than about the training of teachers, it is because I remember having discoursed on this latter theme at some length before an audience of the teachers of Montreal. It might be difficult to say more on this head without making invidious comparisons and perhaps unduly depressing some of my audience. But it is a duty to say (with President Eliot) that young persons "who take up teaching as a temporary expedient are unsatisfactory material. The schools need the life work of highly-trained and experienced teachers." It is to the credit of the Protestant Committee, in this connection, that they are endeavouring to secure some degree of continuity in the schools by giving favourable terms to those of them who succeed in retaining their teachers for a period of at least three years. It is when we compare ourselves with other nations that we become most deeply conscious of our shortcomings and imperfections. The proportion of male teachers in our schools is abnormally low—certainly as compared with Germany; and this fact might be shown to be significant of much. Then as to qualifications. Professor Münsterberg tells us that from his