

"We suffer much from, and hear a good deal about, *hard times*, but we are slow to take in the thought that *hard dealings* must bring on hard times in the most productive and highly favoured countries under heaven. If men will have double prices for their goods and force their clerks to lie, and force on trade by unlawful competition, and buy and sell on credit with no rational prospects of meeting their engagements; if young men will rush into business and set up domestic establishments the very first year surpassing or at least equalling in extravagance those of persons who have made their fortunes; if wealthy men, eager to become more so, will found superfluous banks and then press hard upon each other while encouraging reckless adventurers—if men will make up their minds to over-reach, and cheat, and lie in business, there is no difficulty in seeing how hard times must inevitably overtake them. And the remedy is to be sought in persistent, universal, thorough moral culture. The vices hinted at are not to be cured in a few months or years. They grow slowly and they die hard. Great, tall, rank plants of iniquity do not grow up like Jonah's gourd in a single night. Giant swindlers undergo a long and hard process of education, and when a multitude of them infest a country it may require a generation or even more to drive them out, and there must be many a crash and exposure in business and in public life before they take their leave. It is manifest that the true way of dealing with these evils, in so far as they affect us, is to teach, and speak, and preach, and work against them. They will not disappear by being left alone. Silence respecting them is criminal. Froude, the historian, justly complained that during thirty years of church-going he never heard a sermon on common honesty, and on those primitive commandments, 'Thou shalt not lie,' and 'Thou shalt not steal.' Perhaps his experience is not unique. But we need more than sermons on these questions. We need to permeate our whole educational system with ethical training—we need ten thousand daily lessons in our school-rooms and in our homes on the elements of morals, on the principles of truth,

and right, and law, and purity, and frugality, and self-control and general government. These are the principles with which to permeate our whole system of education, and our whole country. Let reverence for truth and right reign supreme, then

'Self-reverence, self knowledge, and self-control,
These three alone lead life to sovereign power,
Yet not for power (for power of herself would come
uncalled for),
But to live by law, acting the law we live by with-
out fear;
And because right is right, to follow right were
wisdom
In scorn of consequences.' "

DR. RYERSON AT STRATFORD.

At the recent opening of the new High School at Stratford the late Chief Superintendent of Education for Ontario was the recipient of the following address, a compliment fully earned by the reverend gentleman at the hands particularly of those who have to do with educational affairs in any section of the province. The reply of Dr. Ryerson is appended.

To the Rev. Egerton Ryerson, D.D., LL.D.,
late Chief Superintendent of Education:—

SIR,—In inviting you to open this building, which is to be devoted to the advancement of higher education in this community, the Board of Education of the town of Stratford desire to express their sense of the great benefits which, during the course of a long official life, you have conferred on the inhabitants of Ontario, by projecting and carrying out that educational system which is at once our glory and the envy of older countries. When entering on your duties as Superintendent of Education, upwards of thirty years ago, you found the educational facilities of the country in a very low condition, the laws unsatisfactory, and as a consequence the people indifferent as to the results. But by amending from time to time the laws, and enlisting the sympathies and exertions of the people in carrying out their provisions, you are enabled to see the fruit of your labours in the schools that dot our land, where every child can re-