

maintain equality, dispense justice and guarantee liberty among the citizens. When they are employed in any other way they are divided from their legitimate purposes.

Now our school law professes to be in perfect harmony with these general principles of legislation. It recognises equality, it dispenses justice, it secures liberty for all classes of the community.

Our school law asserts the claim of the state over the child and undertakes to develop its powers for the good of the country. In this new country the increase of the population of the right kind is recognized to be the grand question which will fix its destiny. Hence the cry from immigrants; and the complicated and expensive agencies employed to secure them. But surely the children who come to us by birth are just as valuable as those who come by immigration. Every child swells the statistics of our country. It is a nominal addition to the productive powers of the nation. It will swell the ranks of the virtuous or the vicious. Its forces will either drive the wheel of industry or block up the way of progress. The light of its life will either be prejudicial or beneficial to the community where its influence radiates. It comes into the world to be moulded for good or evil by the educational influences to which it is subjected. Now, it is admitted on all sides, that education, *i. e.*, the drawing out or development of all the human facilities—tends to promote virtue and suppress vice. Crime decreases as education advances. The best educated communities are the most virtuous. The development of a virtuous intelligence increases the productive powers of a nation. It is among the best educated classes we find the most pregnant thought, the most wonderful discoveries, the most beneficial inventions, and the most skilful and efficient laborers. The standard of intelligence in every country is the standard of virtue, industry and material prosperity.

The future of our country depends more upon the character of its people than the wealth of its material resources. The mind and muscle of manhood are the real wealth of any nation. Virtue is its real strength. Hence the duty of Government to develop mind in order to enrich the country—to foster virtue in order to secure national power. It is the people, not the broad areas, that constitute the greatness of a country. It is not things but men that make a nation. True statesmanship recognises this fact and seeks to develop the resources of the country by developing the powers of the inhabitants. To mould the nation we must mould the people. Under the light of proper education to invoke the intelligence, to inspire the hopes, to quicken the energies of the inhabitants; the capabilities of this country are incalculably great. But under the clouds of ignorance its productive powers will be shrouded in night and buried beneath the mould of intellectual stagnation. History furnishes abundant examples of warning, where the prevalence of ignorance among the common people, the paralysis of intellect among thinkers, and the enslavement of conscience in religion, have reduced an energetic nation to imbecility; have turned the most fertile plains into a comparative desert, and locked up the richest treasures of earth and sea. The vital question for us is not the greatness of our forests, as the character of the men who guard or cut them down—not so much the magnificence of our rivers and expansive lakes, the kind of men that will navigate them—not so much the fertility and extent of our vast plains and prairies as the kind of men that will cultivate them—not so much our mineral resources in the earth as the kind of men that will dig them out—not so much the institutions as the kind of men that support and work them. It is by the educational institutions more than any other state influence that the future destiny of the country would be moulded. And it is not so much the educational system as the men who work it that will influence

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