

body has turned to dust. Indeed he multiplies himself a thousandfold and speaks, it may be, in many lands and in many tongues to multitudes who never could have heard his living voice. "Books are not dead things," says Milton, "they do contain a potency of life in them, to be as active as that soul whose progeny they are. . . . As good almost kill a man as kill a good book." I hope, therefore, that in time every "live" book, whether I might agree with it or not, every great epoch-making book shall find a place on the shelves. I am not at all disturbed by the conflict of opinion that is going on around us. I have no fear of the discussion of the profoundest and most fundamental questions that agitate men's minds. I prefer to say with the great apologist for a free press 200 years

ago, "Though all the winds of doctrine were let loose to play upon the earth, so Truth be in the field, we do injuriously to misdoubt her strength. Let her and falsehood grapple; whoever knew Truth put to the worst in a free and open encounter? . . . For who knows not that Truth is strong, next to the Almighty?" I have the most serene confidence that through the good providence of God, as the result of all the discussions and conflicts of the ages, Truth—fair, free, immortal Truth—shall gloriously and forever triumph.

I pray that the blessing of God may rest upon this library; that in ever-increasing measure it may be the potent means to sweeten the lives, to instruct the minds, to ennoble the character of successive generations of citizens to the end of time.

SCHOOL, AS A PREPARATION FOR LIFE.

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THE daily intercourse of school, the nature of the circumstances under which children and teachers are brought together from day to day, offer opportunities to the latter of implanting principles and forming habits, which are alike necessary to the happiness of the children, and to the well-being of society.

The truth of this is clear from the fact, that the school is a little world in itself. Here are the weak, the ignorant, the wayward, the obstinate, it may be the vicious, as well as the bright, the happy, and the pure, all present for a common purpose.

This being the case, practical lessons in the relative duties of subordination, self-denial, forbearance, gentle-

ness, industry, and self-reliance, must be secured as a preparation for the actual business of life. Placed under strict and wholesome discipline during the whole period of school-life, and taught to discipline themselves, our pupils ought necessarily to become intelligent and law-abiding citizens. So that it is not too much to say, the future destiny of a country like ours depends very largely upon the tone and character of scholastic work.

In reference to the whole class of duties above referred to, there is one general principle of conduct, namely—a due regard for the feelings and rights of others, by which, if steadily acted upon, most good is effected.