

from the bottom of the system to the top, with gratifying industry and admirable method. But to a great extent, we fear, it is machine work, marked with the materialism of routine and the inelasticity of mechanism. The work, of course, is turned out; but it is done too much in the temper of uniformity, and in the methods of a lifeless system. We have the body of educational work without its energizing and liberalizing life,—the form but not the fruit. Even in the highest sphere of its operation, our university work is done in the flats and monotonies of professional duty, and rarely rises above the minor notes of enthusiasm. The modern intellectual movement may be an aggressive force in the lecture rooms, but little of the atmosphere of culture exhales from its halls. It would be unjust to say that there is mental rust, but there would seem to be a solstice of contentment and acquiescence unindicative of vitality and unfavourable to progress. The cold temperament too largely prevails, and work is not wrought in the energy and with the enthusiasm that should mark the achievement of a National University. Here, and at its highest development, our educational machinery, much as we may justly boast of it, is not altogether satisfying. Within the doors of the University, no doubt, there is scholarship, learning, and much honest work done, but it is a silent, unaggressive work, awakening little public interest, arousing less enthusiasm, and stirring no passion. Its contribution to the promotion of public culture is, therefore, not noticeably important.

Descending the scale of our educational system, it ought not to be wondered at, that, where the flame is not at the top, the fire is not over bright beneath. Fortunately, however, in the Collegiate Institutes and High Schools, we come upon institutions whose sources of life and main-

tenance are largely contingent upon individual activity, and professional ardour. In these institutions, moreover, competition and rivalry, in addition to the master's ambition, produce healthy and active life. But even here, the cramping influences of a purely professional occupation are visible, and individuality of effort and ambitiousness of aim are often shrouded in the winding-sheet of departmentalism. Programmes, inspections, examinations, and school routine, are not the inspiring subjects of a teacher's work, nor do they preach the gospel of the intellect to the hungering pupil. Here and there individual enthusiasm and force of character, if they do not throw off the shackles, mitigate the evil effects of their imposition, and education has a chance to show its work. At the best, however, while from University and from Department there come not the inspiring breezes of vigour and enthusiasm the influences of these institutions cannot be all that they might be, and their promotion of culture is not assisted.

In the Public Schools we do not expect education to soar into the region of culture, but much might here also be gained if that robust capacity for work which distinguishes the labourer in the Model and Public Schools of the country were softened by its genial humanities. The tone of the schools might be largely raised, and the tender and plastic nature of the young minds under training be directed into sympathy with the noble and the elevating. Relieved of much of the red-tapism which hampers the work of the High School teacher, the masters of the Public Schools have more opportunity to make individuality tell in the conduct of the school, and of encircling the sphere of their work with a bright zone of cultivation and refinement. But the Public School teacher will accomplish much