

The school-house and the sanctuary are the only hope for the purification and maintenance of sound national life.

"The whining schoolboy, with his satchel and shining morning face, creeping like a snail unwillingly to school" is not a voter, but he is the stuff of which voters are made. He is imbibing the principles according to which he will vote. In these lads you have the nation to be. The nation in these lads is laid in the hands of the public school teacher. Following out then the principles I have laid down, what should be done with them? They are to receive an education by which their intelligence shall be brightened, their capacities trained and directed in right channels, their wills disciplined and their consciences enlightened.

To accomplish the highest results we believe that technical education will vindicate for itself a place in every school, so that men and women shall be made efficient for their life work up to the limit of their capacities.

We believe that a political education will be given developing the idea of citizenship and the sentiment of patriotism. We are "but a colony," and

the fact operates against us prejudicially so far as national spirit is concerned, but we have a rich heritage of patriotic records, abundant material for the development of patriotic sentiment. Here, above all, should be laid the foundation of character on the fundamental principles of religion and morality. These have ever formed the security of national life. The political consequences of a right education cannot be over-estimated. We talk grandly of our free government, but if the people be not suitably educated the so-called free government is the worst of tyrannies. For free government it is not only necessary that the power be in the hands of the people; it is necessary that it be in the hands of an intelligent, free, sober-minded, patriotic, virtuous people.

Teachers, you see your noble vocation. It is ill paid as all noble vocations are, but it is a vocation worthy of all your powers. Education precedes legislation in the march of liberty, yet have I heard of men ambitious to figure as second-class politicians who were first-class teachers.

DRAWING IN THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO. — III.

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IN opposition to the argument of the two preceding papers, it might be advanced that drawing was not intended by those who outlined our Educational Programme to subserve the interests of art, but merely to afford a relaxation from more intellectual pursuits to give some manual training, to cultivate carefulness, cleanliness, and that greatest of all qualities — neatness. Such an idea, at least, seems to dominate the present teaching of the subject. But it is

just this base prostitution of a study intended for nobler ends that leads to the monotony and drudgery which is generally characteristic of the drawing hour. If drawing is not itself an art it is of value only in relationship to art, and it must be placed in this relationship before any good results can be expected. After that is accomplished, it may be related on the other and lower side to the qualities already mentioned. It may then be somewhat serviceable in cultivating