

therefore is an outrage. The school can aid very materially in this education, because reading, history, composition, etc., can be chosen with reference to a moral lesson, and in close alliance with parental admonition and religious tenets, and only if all the factors co-operate harmoniously will the result be satisfactory."

"Your assertion, Mick, that education has to commence at the moment of conception is most astounding. Now, in the name of common sense, can you educate a child yet unborn?"

"In exactly the same way in which the soil is chosen and prepared for the different kinds of plants. Only under favorable circumstances will a plant reach its full development, if set in poor soil it will be stunted. Experience proves abundantly that the offspring of licentious people are licentious themselves, the children of drunkards are inclined to drink, the children inherit scrofula, consumption, insanity, melancholy, etc. As, therefore, the children receive from the parents moral and physical deformities, in order to raise good children it is necessary that the parents in the moment of conception be free of any vices, that can and would be transmitted, and thus the principal part of the education is accomplished, viz.: a good foundation for it is laid."

"Well, Mick, I cannot deny that there is a good deal of truth in what you say. But you will admit that in numerous instances the children of good parents turn out badly, and very badly. How do you account for this?"

"It just proves what I said all along, that home, church and school have to unite their efforts in order to produce satisfactory and lasting success in education. The children you speak of had in them the material of first-class Christians and citizens, but they were neglected. The principles inculcated by the parents were not sustained, or openly contradicted by the school, thus scepticism was thrown into the mind of the child, it was practically taught to look upon the advice of home as an old-fashioned idea, that was long ago superseded by the brilliant light of 19th century learning. This feeling is also transferred to religious teaching, and thus the cockle overruns the wheat and destroys the crop."

"But where is the remedy?"

"The remedy is in denominational schools, whose teaching is in full accord with the religious and worldly principles and views of the parents. These schools of necessity develop the will, and by doing so give a proper direction to the intellect and proper storage to the memory—they educate, whilst your schools only instruct."

"Supposing, however, your views would be adopted, it would be the death knell of the public schools, and this is a pill you cannot make us swallow."

"This pill would not be so bitter, if the States had a sense of justice and fairness, and would adopt the Canadian system."

"What system is that? I plead ignorance in the matter."

"The system is a very simple one. Every taxpayer pays his school taxes to the school to which he sends his children, be it the secular, Catholic, Anglican, Presbyterian, or whatever school. All these schools are public schools, their teachers are examined by the government, their school boards are recognized by the state, allowed to assess the school taxes, raise loans, give mortgages, and also to collect the school taxes by process of law. The government inspectors visit all these schools periodically, examine the children, report to the government, and the government distributes its school grants according to the proficiency. This system is fair and just."

"But is it also successful as to the standard of learning?"

"They are successful in every way. Their instruction as a rule is superior to that in the public schools, as the exhibits at the Chicago exposition conclusively proved. They are by far more economical, in a good many cases the cost being scarcely 50 per cent. of that of the public schools. They are more moral, because a stricter discipline both during hours of instruction and recess is exercised, and they come far nearer to the ideal standard of a school than all your redoubtable public schools."

"This is a regular panegyric on denominational schools. I doubt, however, its accuracy. How many brilliant men and women have graduated in our public schools. Can you show a proportionate number in sectarian schools?"

"Not only this, but wherever there is a fair competitive examination for high