

can be accomplished only through cooperation among all educational agencies.

While the truth of the foregoing proposition is evident to all, it is just as evident to those who have given educational problems even a superficial study that full and hearty cooperation does not exist. Take for example the school and the home. Too frequently the teacher is wholly unacquainted with the home environment of his pupils, and lacks that minute knowledge of their character, tastes and habits which can be furnished by parents alone. Consequently he fails to obtain the highest results from his efforts, and is without the greatest inspiration and strongest support in his work,—the confidence, sympathy and active co-operation of appreciative parents. On the other hand, parents are slow to recognize that the teacher, however imperfectly he may be performing his duties, has, with all his failings, no other aim than the permanent well-being of his pupils. When any cause for friction arises, they are all too ready to attribute ulterior motives to the teacher's action. In fact, both teachers and parents are sometimes too prone to look upon the relation of parent to teacher, from its very nature, if not as one of active antagonism, at least as one of armed neutrality.

Nor has cooperation between the school and the church been much more common. The church, when it has not absorbed the school, not only has been slow to concede to it its central position as an agency in moralizing the individual and redeeming society, but even has frequently represented its influence as baneful and Godless. The history of the school, in turn, shows that it often has had but narrow views of the aims of education, and has been indifferent to the high educational ideals that the church has rightly conceived as preeminent.

Friction and disunited action dissipate energy. Especially in this age of social and industrial unrest is the coordination of the school and the other educational forces in the community a necessity. Cooperation is essential to progress.

What benefit have we derived from nature study? We have become acquainted with the (h)Evans.

HON. RICHARD HARCOURT.

The Hon. Richard Harcourt, Minister of Education, was born in the Township of Seneca, County of Haldimand, Ontario, on the 17th day of March, 1849. Michael Harcourt, his father, though of Irish parentage, was born in Scotland. He came to Ontario, then called Upper Canada, when a very young man, and settled on a farm situated on the banks of the Grand River. His abilities soon won for him a high place in the esteem of his fellow men. Prior to the confederation of the provinces he represented the County of Haldimand in Parliament for two terms. Being a ready, fluent and forcible speaker, he took an active part in the discussion of all public questions.

The Hon. Richard Harcourt, the subject of our sketch, was the third son of Michael Harcourt. Desirous that his son Richard should receive a liberal education, he placed him, at an early age, under the tutelage of the Rev. B. C. Hill, M. A., a graduate of Trinity College, Dublin. He afterwards attended the Cayuga Grammar School, and from that school he matriculated into Toronto University. He obtained the degree of B.A. in 1870, and was medalist in the Department of Metaphysics. In 1871 he received the degree of M. A. During his college course he always ranked among the first men of his year. After graduating, he became Principal of the Cayuga High School. This position he held until he received the appointment, in 1871, of Inspector of Schools for the County of Haldimand. With characteristic forethought and enthusiasm he entered on the work of organization and equipment of the schools under his supervision, and in this he succeeded in a manner highly creditable to himself. He appeared to act always on the principle that whatever is worth doing is worth doing well. In 1876 he resigned the position of Inspector of Schools for Haldimand, and shortly afterwards was appointed Inspector of Public Schools for the Towns of Welland and Niagara Falls.

During the time he was Inspector of Schools for the County of Haldimand he pursued the study of law in the office of Mowat, McLennan & Downie, Toronto, and was called to the bar in 1876. In