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patriotism, more ubiquitous, more effective, and, on the whole, more deserving of recognition than any other institution in our civilization.

With that judgment, expressed by the Hon. Mr. Foster, I am disposed to agree. The press is an educator. The newspaper is the teacher of classes and masses. It may be a four-page backwoods semi occasional with patent insides, or a sixty-page New York Sunday horror, with contents so rank that those who read require to have patent insides; it may be a moral crusader, avowedly and unabashedly undertaking to educate public opinion in support of some great reform, or it may be some intellectual and moral starveling that can offer no excuse for existence, other than that it is and is not ready to die; it may be the appointed organ of a Church, or the blatant mouthpiece of an iconoclast club: that does not matter. This one matters, that it be a newspaper supplying its readers with information, giving them what to them is news, furnishing them with opinions, urging them to courses of action. If it does any of these things it is an educator, the result of its educative work depending on its virility and its readers' receptivity. The character of its information, or the cogency of its reasoning, or the ethics of its doctrines, does not touch the fact of its educational function. It may follow after those things which make for righteousness, or it may revel in lusts and incite to crimes and glory in all uncleanness. It is still an educator—a power drawing out and making positive what is latent in its readers, quickening in them all that is holiest in the arts of heaven, or all that is hatefulest in the arts of hell.

In the very nature of things the press must be an educator. Its appeal is ever to the mind and heart and conscience of men. It tells them this is true, or good, or right, that is false, unworthy, unjust. It may be the conscienceless advocate of an unholy cause, but its appeal is to the intelligence, be it high

or low, to the emotional nature, be it wild or cultured, to the moral judgment, be it free or prejudiced, of its readers; and whosoever responds to that appeal, accepts its information, or yields to its suggestion, or follows its behest, is educated by it in baser thoughts and a warped morality. So sensitive is human nature to the educative touch that, consciously or unconsciously, for better or for worse, it answers to every appeal, from angel or from devil, and its response to literature, good or bad, is quicker and less discriminating than to any other.

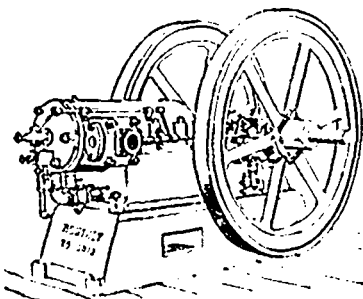
But it needs no argument to convince men that the press is an educator. By their deeds men admit it every day. For the most part the information the average man has on questions of the day, his topics of conversation, and even what he calls his opinions, are the result of the educative influence of the newspaper he reads.

And more than that, whosoever would win for his enterprise, or cause, or party, the support of the great body of the people must needs rely upon the newspaper to educate public opinion in his favor. No political party could live long without its organ. No great reform in manners or in laws is brought about without its journalistic advocate. Every great corporation holding public franchise, and every institution that lives by the weakness or blindness or preoccupation of the public, knows the value of a friend on the press who can speak a saving word or suppress an untimely exposure. In every department of life and in relation to every question of human interest, by the statesman, the philosopher, the agitator and the adventurer, the power of the press as an educator, a maker and director of public opinion, is recognized and acted upon.

II. THE OPPORTUNITY AND RESPONSIBILITY OF THE CANADIAN PRESS.

Mr. Foster did well and spoke wisely when he laid heavy emphasis on the duty of the press of Canada in the matter of

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