

and reverence is largely due to the spirit of the age. Freedom to develop as one *likes* is destructive of that reverence which has been called the alpha and omega of education, and without which we may look in vain for gentle manners. "Obedience," after all, as Carlyle said, "is our universal duty and destiny, wherein those who will not bend must break." And the task of the teachers will be enormously facilitated when men have come again to realize that "true liberty inscribes upon its shield the knightly motto, 'Ich dien.'" It would be well alike for teacher and scholar if upon the walls of every school these words were found, and those of Lacordaire, "Write above the word 'liberty,' 'obedience;' above 'equality,' 'hierarchy;' above 'fraternity,' 'veneration;' above the august symbol of rights, the divine symbol of duty."—*The School Guardian*.

ARE YOU DOING YOUR SHARE?—Our public school teachers are expected to do too much. In Canada more than in any other part of the world I imagine they are doing it reasonably well, yet the danger must not be overlooked of expecting them to do it all as far as the education of youth is concerned.

Take table habits for instance. No schoolmaster or schoolmistress can attend to them. Boys and girls are permitted to eat in the most outrageous fashion by their parents. Greed, wastefulness, a dozen different vices may be checked at the table, though those who make their dinner table the occasion when unkind things are spoken are making a great mistake. They think if they send their children to a good school on week days and Sunday, if they hire music teachers and dancing masters they have done their duty. It is what is left for the parents to do that is being most neglected, and I should be de-

lighted if some greater educational authority than myself would raise his voice in denunciation of this damnable proxy system which is day after day making the boys and girls of this country the factory product of public and Sunday schools. What is to become of the individuality of the parents, of the race, if we are to entrust every educational department of life to somebody else?

And right in line with this is the fact that the father who reads his newspaper at home after dinner should talk to his children about what is happening, to keep them posted on men and the motives which govern them, on women and the ruin which overtakes them if they cease to be what they should be. Bless us all, is the fireside of the past vanishing before what someone has called the "hole in the floor?" Are we doing everything mechanically, co-operatively, cheaply, and forgetting the duties that are supremely individual and absolutely necessary?

It may be said that all parents cannot be educated, yet all parents have some education. Never was a man or woman so rough and rude that he or she had not attractive qualities of some sort. If they only teach this they are doing something to prevent the output of our schools from being a factory-made article. It is not the child who is just the same as everybody else who succeeds in the highest degree; it is the child who is himself, or herself, who bears the impress and has the halo of a loving care and of a widening influence in some direction, of a parent. In this new country perhaps we have done the best that we could. Illiteracy is rare and nice culture is equally rare, but we must try to rise superior to it, and the question that I am pressing is, are we taking the proper means to do so? I have seen college and university professors in this city who have not a