

The education of the citizen comprises: (1) The development and strengthening of the moral faculties; (2) A knowledge of the duties of citizenship, which includes an acquaintance with Social Law and the Functions of Government.

1. The moral training of the pupil cannot be too strongly emphasized. By moral training I do not mean merely such instruction in the principles of morality as may be taught from textbooks,—however valuable such knowledge may be,—but the continuous, ever-vigilant effort of the teacher to develop noble character. Mere intellectual ability, extensive and varied knowledge, the possession of abundant and efficient educational appliances are valuable; but when compared with an intense love of truth, and an indomitable determination to make the best use of one's circumstances, they are as the dross to the fine gold or as the casket to the gem. 'There is a powerful temptation ever haunting the teacher, simply to get into the mind of the pupil the appointed task, and to feel that he has fulfilled his duty when the pupil can pass the required test at an examination; but there are elements in the training of a youth that cannot be shewn on paper, nor be made to do service at an examination, and for which the teacher cannot get credit in any system of "payment by results." I do not condemn that system; but there is much danger of a teacher thinking that his task is accomplished when the examination is successfully passed; and so much applause is showered on that teacher who counts up the greatest number of successful students, that there is all the more necessity for ever keeping in view the fact that any system of education which ignores the development of character, and the training and strengthening of the moral faculties is essentially defective.

We can hardly call that education a successful one which permits a pupil, after several years of training, to find more pleasure in a dirty "cutty" pipe, an equally dirty pack of cards, the latest sensational novel, or the billiard table, than in the grand truths to be found in our rich stores of historical, scientific and poetic literature. One of the dangers to which society in this country is exposed is the tendency to sacrifice the grand opportunities of life to employments intended simply to please, regardless of any genuine improvement and profit. Great nations are made up of laborious toilers, not idle triflers; of earnest men having a determined and noble purpose; and the teacher who wishes for the highest success must aim at developing in his pupils the spirit of ambitious endeavour to make the best use of their opportunities.

2. Some writer has said that "after the study of Religion which teaches us our relations to God, the most pressing duty of man is the study of political science, which teaches us our relations to our fellow-men." I am not prepared altogether to agree with this statement, for man always needs food, clothing, and shelter, and in any system of education, the fitting of the youth to provide these in the best manner must always receive its just recognition.

Of the importance of an adequate knowledge of the true functions of government and the social forces by which society is governed, every page of history bears testimony. Many of the evils under which society is at present suffering can be largely traced to the mistaken policy pursued by different governments. Increasing the number of voters, or giving the ballot, is no remedy for these evils. There must be increased knowledge of their causes before the proper remedies can be applied.

A bad law may be repealed in an