

veloped so healthfully that on leaving school they shall feel that their education has only commenced. A boy so trained will go on educating himself whether he enter a High School or the larger school of the world. A system that does not induce our young men to read, to study, to think for themselves, cannot be good. Now, authorities tell us that fewer books are read in Canada in proportion to population than formerly. Such a negative result of our wonderful educational apparatus is appalling. It means that our young men have not, with all their learning, been taught to delight in reading, and that means that they have not been educated aright. Instead of puzzling them with arithmetic and analysis, and cramming them with useless geographical and historical facts, how much better to give them a taste for reading and an appreciation of our own literature! Then their education would be continued throughout life. Such knowledge would not make much show on examination papers, but we could put up with that disadvantage. For what our Governor-General has recently said as to the object of a University is true, in the main purport of it, of every Common School: "It should be the object of its educational course to expand the minds of its students, to make them more anxious for knowledge, not of one kind only but of all kinds more capable of acquiring it, retaining it and assimilating it, and for this purpose the study of literature and languages is absolutely indispensable."

But while it is needful that our children shall be able to read with understanding and to appreciate books, it is of still more consequence

that they shall be hardy and healthy, truthful and brave, honest, persevering and patient. Here it will be asked, what have schools to do with physical development, and how can morals be taught? The right schoolmaster will deal both with the physical and the moral; but to get the right schoolmaster we must give him his proper place. The way to get him is certainly not by the system of annual elections, or by making him the mere slave of a department. He must be independent. His appointment, if not for life, should certainly be without limitation of time; and in the school he should be as supreme as the parent is in the home. You can no more expect enthusiasm from the slave of red tape than from any other slave, and we need expect nothing from teachers devoid of enthusiasm. It seems to me that those who clamour for industrial or technical teaching, that is, for manual labour in our schools, have not thought out the subject or that they can hardly be in earnest; but even their demand indicates a recoil from the old notion that schooling has no connection with the every-day life of the world. The wise teacher will be profoundly interested in the physical development of his scholars, and he will find ways of teaching morals. He is teaching them every day by his tone, by his character and his own life; and a wise community, knowing what a force for good or evil he must be, will elect its wisest men as school trustees, and they will best show their wisdom by electing as teachers the noblest men and women they can obtain, and after electing them, treating them with honour, and above all, giving each of them a free hand.