

people must fight life's battle alone, should be the one encouraged in all our High Schools. At present the High School Master, without any fault of his own, urges his pupils to take up such subjects as will enable them to matriculate or pass the examination for teachers. It would be desirable if the Principal were most concerned to have every student well equipped for the humbler pursuits of life. He should not find self-interest standing in his way.

A reform in the direction indicated will have several advantages. It will show that the needs of the many have first consideration. It will give the smaller High Schools a better chance of doing good work, and will lessen the demoralizing results of competition among secondary schools. It will cause teachers to be less hampered in their efforts to look after the moral training of the students, and will bring into prominence character building, which should be the leading object in view. A change of this kind will convince the general public that the acquisition of knowledge is not the chief work of the student. Doubtless moral growth calls for intellectual growth at the same time. The impression that education and knowledge are identical is, however, too prevalent at the present day. So long as specialization has sway in the construction of school programmes, so long will there be difficulty in lessening the prevailing misconception. Apart from the objections mentioned, specialization encourages lopsidedness. The man whose training is only in one direction does not make the best citizen. The teacher who can give instruction in mathematics, or science, or classics, etc., but in no other department, is not the most desirable acquisition to a Collegiate Institute. Broadness of scholarship gives greater power in the formation of character. The good teacher in a High School is probably a Specialist. He is more. His general culture enables him to give in-

struction in several subjects. What is true of the teaching profession is applicable to other callings. The man whose range of observation is limited, is narrow in usefulness. The person who knows only one thing is often a failure in life, and generally makes a poor type of manhood. If men and women, in the best sense, and not mere scholars, are to be the products of our schools, specialization must be kept within bounds.

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Australian Bush Bards and "The Western Pioneers."

Herder has said that poetry is the product of a particular soil, natural surroundings, national character, and social conditions. In the same sense, Goethe, in his evolutionary view of literary criticism, regarded literature as a set of phenomena parallel to the phenomena of nature.

When we look on literature in this way we cannot expect the highest or truest type to be evolved from cushioned parlors. Such literature would no doubt have a very harmonious air throughout, but would have too much of the cushioned tone to present things as they actually are. Such a tone pervades much of the literary products of to-day. Now this is all true enough as long as they remain in the parlors, but when the effort is extended beyond this, we have incongruity and half-hearted spirit in the work, though the coloring may be very beautiful.

There is much writing of this nature continually appearing in every land. In Australia this class of writers were called "City Bushmen" by Henry Lawson, the wildest of the Australian Bush Bards. Lawson meets them with a fierce satire, in which he asks:

Did you ever guard the cattle when the night
was inky black,
And it rained, and icy water trickled gently
down your back,