

ary pursuit. Nor should it be forgotten that the mere useful does not constitute the whole of an education. Neither in nature nor art, do we find dry utilitarianism and nothing more. Nature has done much, while erecting the machinery for carrying on the purposes of life, to surround that machinery with ornamentation and beauty. The blue vaulted heavens, ever beautiful in their serenity and vastness, are garnished with stars. The rose, admirable in the arrangement of its petals, is nevertheless tinted with crimson and most delicately shaded. The murmuring brook has its mossy banks studded with flowers. And so in art. The magnificence of Westminster Abbey, consists, no doubt, in its lofty arches, its towers and columns. But why these wondrous carvings? Why the rich frescoes? To the utilitarian they are so much useless ornament—a waste of effort, a perversion of skill. And yet the world has acknowledged that without these, much of the interest and

effect of the whole scene would be lost. So in our education. Its skeleton so to speak; its framework may be plain and should be substantial, but the form in which it is clothed—the manner in which the outline is filled—the finishing touches by which it is made beautiful and attractive, should combine all those elements of taste, which the world of letters acknowledge to be the perfection of human attainments. And as the sculptor, who designed to transfer to “dull, cold marble,” those lineaments of beauty, which had made Venus de Medici so renowned, caught from every wayward glance some new form of beauty, and from every face some lineaments of gracefulness, so the teacher, the sculptor of the human mind, should find in every writer those forms of literary excellence, which transferred to the minds of his pupils, would impart that intellectual finish, so much required at the present day, to the educational institutions of the country.

## THE REQUIREMENTS OF OUR RURAL SCHOOLS.

BY GEO. B. ELLIOTT, OTTAWA.

(In the March No. of the “TEACHER,” we published the “Prize Essay,” on “The Requirements of our Rural Schools.” The Essay written by Mr. Elliott, of Ottawa, though not successful in winning the Prize, was so highly spoken of by the Examining Committee, that we have decided to publish it in full for the benefit of our readers. EDITOR.)

### PREFATORY—EDUCATION—GOVERNMENT.

“The world is governed too much,” says a political writer. If this was intended to express the notion so flattering to the ignorance and self-will which mistakes license for freedom, that mankind are too much restrained by government from wrong doing, the saying is false, for in spite of all human laws and their penalties, disorder and crime still abound. But relatively the world is governed too much and educated too little.

Not to speak of the old world, where in many quarters government is still despotic and education but little fostered, it is true in our own land. Much is said of the importance of education, but a thousand things show that practically an overshadowing pre-eminence is given to government.

That this is wrong is sometimes admitted by politicians themselves. Professor Goldwin Smith, whose authority is unquestionable, has more than once urged this point very forcibly before different educational gatherings. Whether he speaks for “educational” effect, or as an educator or patriot, and from sincere convictions of a long experience as a publicist, we will not enquire. But we hold him to his admissions.