

sidered complete without a term at some of the German universities. In the little Duchy of Wurtemberg alone, it is said, more money was expended on superior education than in all France under the Empire. At Bonn, the other day, without thinking it anything out of the way, \$100,000 were employed merely for the construction of a chemical laboratory! Was it any wonder, then, when the intelligence of Germany was matched against the brute force of barbarian Zouaves, Turcos, and Zephyrs from benighted Africa, united with the ignorant bourgeoisie of the French provinces, and the still more degraded rabble from the cities, that victory should perch upon the Teutonic standards? Had France done long ago what she is now endeavouring to do, viz., to rescue her youth from the narrow and enfeebling regime of the ecclesiastic, as well as devising more liberal things for them nationally, it might have been very different with her to-day. England, warned by these and a variety of other considerations, has set herself in earnest to do what she had never yet done, justly famed as many of her schools and colleges have been, to organize a *national* system worthy of her advanced position in this advanced age! * Let Canada feel assured with regard to the many excellencies of her educational system in time past, and devise even yet more wise as well as liberal things for her youth in time to come. *Now* is a precious time when Confederation has placed in our hands the destinies of a young and growing nation, which has already shewn itself possessed in no mean degree of the qualities requisite

to further greatness and power, and just now coming into possession of half a continent richly dowered by a beneficent Creator. Surely it were wise to give the very fullest consideration to the question of what kind of education is best suited to meet the requirements of our case.

And now let us proceed to consider a few suggestions as to some points in which our present system might, with advantage, be improved and extended.

In entering upon the discussion of these points, we will find it desirable to keep clearly before us what is implied in the term education, as grave errors on this subject are but too commonly prevalent, and, with them, and consequent upon them, a lamentable waste of precious treasure and still more precious time and energy. The derivation of the word helps us to the simplest and most correct view of the subject. Education, from the Latin *educer*, is the drawing out or development of the natural gifts of the intelligent subject. Conducted upon a moral basis, this process of course implies the fostering only of what is desirable, and the repression of what is evil and hurtful. It is in fact a process under which every school is literally, though not technically, a *kindergarten*, in which the instructor assumes the functions of "child-gardener," and with thoughtful, loving and earnest care devotes himself to that

"Delightful task—
Teaching the young idea how to shoot."

Patently he watches for the first bud-dings of youthful capacity, and sedulously he seeks to train them up in the bright light and pure life of heaven, and so, to bring them to that pitch of perfection of which their inherent properties are capable under favourable influences. From this point of view it is evident that, in its broad and full meaning, education must include the culture of all parts

* It is to be hoped that under it the lower class of the next generation will be very different from the last! Recently the writer called on an old couple, evidently from England, neither of whom could read. Not sufficiently familiar with provincial dialects he asked what part of the country they were from, north or south? Couldn't tell. What town were they near? Exeter, in Devonshire.