

duty. The ground for this opinion may be shortly stated:

First, the nation and the community need leaders. One man of ability is of great value to the land where he is born. Who can estimate the value of a Wellington to save his country from invasion, of a Faraday or an Edison to invent what vastly increases the comfort of life, of a Gladstone or a Cromwell to pilot the ship of state through troubled waters, of a Burns to cheer the heart of the poor and downcast, or a Tennyson or a Whittier to stir with trumpet note the flagging energies of the armies fighting for their countries? And in a less degree, but no less really, are men needed in every community, to think and plan for the well-being of the community. The state needs tens of thousands of leading minds, and to educate is the only means of obtaining the supply. Nature has scattered the bright mind in every grade of society, and in every nook and corner of the land and the nation can only get its best and do its best when it educates all to the fullest extent of its power.

Second, the body politic needs bone and sinew. A nation is only strong as its individuals are strong. An ignorant, vicious or useless man is a weakening element in any community or society. Therefore it is that the state is bound to educate. No one may say, Who is my neighbor? and pass by on the other side declaring the one robbed by ignorance or want of opportunity has no right to his help. The right of citizenship is an important trust. It is essential in our province, where virtually every man has a vote, that special pains be taken to give every one the means of being fitted, and well fitted for performing his public duty. Those who are believers in class government, in oligarchical or aristocratic control, who look down upon the "vulgar crowd," may not realize this, but for us who are the apostles of the rights of man as man, who vindicate the principles of liberty and equality and justice, it is an imperative duty, a very corollary of our opinions, that all the members of the community shall be educated to the highest degree possible.

Third—The free school method is the only one that meets the case of our province. We freely admit that compulsory education is the complement of the free school system. It is true this is not found in the act of 1890. It was omitted from that act purposely that no legal complication might arise as to the rights of the

province under the Manitoba act. But compulsory education is the logical outcome of free, representative government. If then the child is to be compelled to become fit for the exercise of the rights of full citizenship the school must be free. No barrier can be thrown in the way of general education, and no restriction ought to be placed on the amount of education, except the limit placed by ability to maintain the school.

Fourth. The free school plan is the profitable and wise course for our province to retain. Immigration is essential to the growth and welfare of our province. Manitoba is a chief candidate for the attention of the emigrants leaving other lands or provinces. Free schools—well-conducted and efficient schools will prove one of the chief attractions when the immigration wave again sets in in our direction. Manitoba's struggle on the school question has already advertised the province in this respect, and made it a desirable home educationally for strangers. Especially is it an attraction for the more intelligent class of settlers to know that the collegiate schools, while in no sense "miniature universities," as one of our newspapers ridiculously declared them, yet give a sound, broad education, and that our university, while not all that it ought to be, has yet the promise and the potency of greater things for the future. To Winnipeg especially is this an important consideration. Edinburgh, by its educational facilities of all kinds, draws thousands to its privileges every year. Toronto is the Athens of Ontario, and has largely increased its population on account of its advantages in the direction of learning. Winnipeg has the opportunity—surely too good an opportunity to throw carelessly away. It will be profitable to every community to keep up the character of its educational institutions even on the low ground of expediency and self-interest.

#### ERRORS AND DEFECTS.

But while we maintain the right and the necessity of public school free education we willingly admit that complaints of the kind we have mentioned should make us pause and examine our educational equipment. The fault-finder may be wrong in saying that the state should provide only a certain limited education, but right in his statement that the education given is far from fitting the young for the work of life. There are without doubt errors and defects in our systems and plans and customs of educa-

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