

One cannot avoid a feeling of wonderment at the wretched English of Mr. Cowley, writing as he did with so many excellent models before him, and perhaps the best plea that can be urged for his slipshod composition is,

that his work was only intended for "the use of schools."

Some change, in this respect, has been made, so far as modern school-books are concerned—has it been very radical?

THE EDUCATION OF THE CITIZEN.*

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JUST about a hundred years ago there occurred two great events,—the invention of the steam engine and the publication of the "Wealth of Nations." The former multiplied a thousandfold the power of the labourer, while the latter enunciated the laws of the organization of labour. How rapid has been the progress of invention since that time, and what new discoveries have been made, it is superfluous to mention. In the progress of physical science more seems to have been accomplished in the last century than in all the other centuries of social history. But while we congratulate ourselves on these triumphs of human skill over the physical forces, we cannot refrain from asking if man has made the same progress in developing manhood, intellectually, socially and morally. Europe has millions of men now armed to the teeth, waiting the signal to engage in mutual destruction. We have been startled at the reports of attempts made to destroy almost all the crowned heads of Europe; Socialism, Communism, Nihilism, and other isms are agitating mankind; intemperance, that disgrace of our advanced civilization, is blighting humanity with its destructive curse; labour and cap-

ital seem to find but little reconciliation; in some parts of every large city even in the very shadows of Christian sanctuaries, there are slums of vice as degrading as anything to be found in pagan lands. Under such conditions the question cannot but come forcibly to the mind of the teacher, are our schools fulfilling their mission for humanity? Are they helping torid society of its evils, and doing their work in implanting those principles that elevate, purify, and ennoble? Is the school-room proving itself as it should do an important factor in human progress?

The time was when matters pertaining to government were supposed to belong exclusively to the consideration of a few persons, an oligarchy, an aristocracy, or an absolute monarch. That time has passed away so far as our own country is concerned, and for weal or woe, we are now entrusted with the governance of ourselves. And not merely are we called upon to settle matters of government, but various other questions affecting our social relations are continually forced upon us for decision. Political reformers have demanded the extension of the franchise, but the privilege of voting does not confer wisdom on the voter. A majority may be as guilty of injustice and tyranny as a despotism.

* A Paper read before the Toronto Teachers' Association.