

the Hamilton into the Atlantic. With this addition Quebec will have a territory of 347,350 square miles, and will be larger than France and Great Britain combined. The province acquires the lands, timber, and minerals, but in the opinion of the explorers who were sent to spy out the country, its resources are not of very great value. Both Mr. Ogilvie and Mr. Lowe were sent by the Interior Department into the great region now to be passed over to Quebec, and neither was favorably impressed as to its value for lumbering or agricultural purposes. If it is to prove a source of wealth it will be as a mineral country. The final transfer of the territory requires the sanction of the Parliament of Canada, and probably the Imperial Parliament, before it can be accomplished.

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Mr. Steedman laid a just emphasis on the ideals of the competent and conscientious teacher. "To most of us," he told his audience, "our schools are the great object of our lives; not a mere something by which we earn a living, but the object of our professional pride, work for which we sacrifice much which is not strictly within the terms of our agreement. We affect human beings, we deal with potentialities, with characters which will bear through their lives traces of our influence; we are stimulated with the thought of their future, and, in the grateful appreciation of a certain number, we hope to reap some sweet reward for our labors, for what I would often dare to claim as self-sacrifice. We claim that many of us realize that ours is a great work, a greater than codes or by-laws can make it, and that we are striving to educate in the highest sense of the word." Perhaps the grand defect of our present system is that it tends to destroy the teacher's interest in his work (and therefore his efficiency) by

entangling him in a network of rules and regulations.

So soon as rules press arbitrarily upon men of energy and ability one of two things will happen—either the rules will be disregarded, or the men and their work will suffer. The fact gives point to Mr. Steedman's declaration that education in the higher sense is above codes and by-laws. In a great and complicated system such as the educational system of this country, order is certainly of the essence of success. Where multitudes of men in various places are striving for a common object, it is necessary that that object should be kept steadily before the eyes of all, and that individual experiment should be discouraged. But rules should, if possible, be made rather a stimulus than a hindrance. Education is a national concern. Those who frame codes and make by-laws are not those who are principally affected; and it is surely to the interest of the majority that no department or "Central Office" be permitted to exercise unreasonable control. This was Mr. Steedman's plea, and none can deny its reasonableness.

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It was unfortunate for our public schools that the idea of making play of study was introduced a few years ago. Average human nature needs no such hint or help in school or out. It will make things easy enough for itself without outside assistance. It needs, and must have, the opposite instruction—hard study. Our girls and boys must understand that getting an education is not easy; there is hard, wearisome work in it. We are not disparaging play as an exercise for physical and mental good; that is necessary. We are criticising the idea that acquiring an education is easy and pleasurable, when there is nothing in it like play. Everybody who has tried it knows that it is hard