

truthfulness, self-reverence and reverence for the highest, then it has done its work. This ideal is surely not impossible. In the eight formative years between six and fourteen, so much ought to be accomplished if the teacher is at all fit for his place and if the State insists on the pupil's regular attendance and provides proper buildings, grounds and inspection.

Physical development does not demand gymnasium apparatus or a drill sergeant. As a rule, children will see to this matter for themselves in the best ways, if only opportunities are allowed. The games of children are for the great mass the very best means of securing good physical culture. Play, and plenty of it, is indispensable in education. It means harmonious development of the body, without fostering the self-consciousness that is apt to be induced by modern pretentious substitutes. As to the rest of the education that is required, everything depends on getting good teachers and on rational aims and methods.

Good teachers! You may well stop me and ask how are these to be had in sufficient numbers? Here is the supreme difficulty. Not only is the salary of the public school teacher small, his work monotonous and his place in society of little account, but his tenure of office is insecure, and he is often so hampered by multiplied and ever changing regulations that he is not so much a free being as a cog in a vast machine that counts only by statistics. Statistics are needed, but they cannot estimate the highest results. In these circumstances, the influence of teachers on scholars, so far as character building is concerned, is reduced to a minimum; for the influence of one soul on another is a very subtle thing, and the atmosphere of freedom is essential to the impartation of it to a class or school. You can never touch the heart of another

with emotion, says Goethe, unless the emotion is genuine from your own heart, or, as Horace puts it, "If you wish me to weep, you must first weep yourself." To attempt too much or expect too much from the school is a mistake. To attempt too many things a greater mistake. But to attempt to teach subjects for which there are not qualified teachers is the greatest mistake of all.

For instance, one would suppose that the State should insist on history being taught in its elementary schools, so that every citizen might know something of the causes that determine the rise and fall of nations, and might be in sympathy with the history and the aims of his own nation. This would be a teaching of morality and of the great facts of the spiritual world as well as of history. But how can lads or slips of girls, who have no conception of what is meant by the life of the race, who have never come in contact with cultured minds and who get their certificates by simply passing examinations on text books that they have memorized, rise to this point of view? Or, if they have to cram their pupils in order that they may pass examinations with facts of Canadian or American history that they cannot appreciate or relate to the principles that are at the root of national development, if they have to make them write and learn by rote paragraphs of the British North America Act or even the constitution of the United States, or of the number of men killed in particular battles that might as well be forgotten, what earthly use will such cramming be to unformed teacher and unawakened pupil? The remedy for our crude methods must be along the lines of inducing teachers to take a partial, if not a full, university course, and of imitating in the common schools the German system of teaching history. There, the famous stories of classical