

material advancement furnished by study and the exercise of the mind; to expend money for instruction is to *gain* a capital of trained intelligence, of which the interest accumulates every day; for, we must not forget, that in every species of labour there are two distinct agents concerned—the arms and intelligence—and labour becomes the more profitable the more the arms are guided by intelligence; in other words, man, as compared with the lower animals, acts with intelligence, and with so much the more advantage to himself as his intelligence is more called into exercise and more developed by study and instruction.

You should not therefore fear to spend in favour of instruction. I do not counsel extravagance, but not to practise a false economy on this head. Effect your savings in other ways. Permit me to say to you that if you would devote to your schools one half of what you expend, for example, on your pleasure-carriages, you all might be well off in ten years.

I have brought into view the spirit of our school laws with respect to a few details: I now invite you to cast a general glance at the Primary School system.

The school, gentlemen, is not learning; it is only a means of developing intelligence and furnishing opportunities to acquire knowledge. For these opportunities, there are four essential requisites:

1o. *Reading*, as a means of becoming cognizant of the thoughts of another.

2o. *Writing*, as a means of communication.

3o. *Arithmetic*, as a means of comprehending, expressing and comparing quantities.

4o. *Drawing*, as a means of communicating through the eye an idea or acquired knowledge.

With the aid of these four instruments of intellectual culture, man raises himself to a position, more or less exalted, according to the talents which God has bestowed.

But in devoting effort, principally, to exercising the youthful mind, the school does not omit to enrich it with precious knowledge. We instruct the young in religion in order to teach them to serve God, next we teach Drawing and Agriculture to qualify them to serve their country. "Pro Deo et Patria"—for God and our country—is the motto which the Canadian Legislature has prescribed for our places of education. Thus trained, our youth acquire also a knowledge of their moral and social duties, preparing, themselves, at the same time for the pursuits of agriculture and the manual arts. The Primary School, therefore, neglects no class of the people. It embodies the welfare of the whole people; and, thus, our system is theoretically a complete one. It is our task to put it in active operation and to render it absolutely efficient in all details. Such is the national work to which I invite you.

I am, Gentlemen,

Your obedient servant,

GÉDÉON OUIMET,

Superintendent of Public Instruction.

Mr. Bright on Education.

I will conclude what I have to say with only one point, and that is upon the subject of education. I believe workmen of the country need to have pointed out to them how much comfort and happiness depend upon the education of their children and that they should do

all they can to secure its blessings for them. In the State of Massachusetts—one of the oldest and most educated and intellectual in America—there has been, for the 250 years it has been founded, a very extended system of public schools. Eight generations of its population have had the advantage of being educated in these schools. The men driven from this country by the tyranny of the monarchy and of the archbishop, founded that school system of which the poet I have already quoted speaks in these terms. He describes them as "the Fathers of New England, who unbound in wide Columbia Europe's double chain," meaning the chain of a despotic and a persecuting Church. Now, supposing we had had in this country all that time good schools for the education of our children, to what a position should we have raised by this time the whole population of this nation? Now I want to ask the working men to attempt to do their utmost to support the school system—be it a school belonging to a sect, or be it a School Board school. If it be a convenient or possible school for your children, send them to it, so that Parliament in voting two and a half millions for education, to which you subscribe as tax-payers, shall have the enthusiastic support of the people in forwarding education to the greatest degree in its power. Depend upon it, if you support the school, the school will compensate you. Shakespeare says, speaking of children who are troublesome, "Tis sharper than a serpent's tooth to have a thankless child." Let me ask the working men here—and I might ask it of every class to a certain extent—how much of the unhappiness of families and of the grief and gloom which overshadow the later years of parents come from what I may call the rebellion of children against parental authority and moral law. If you will send your children to school, encourage them in their learning, make them feel that it is a great thing for them to possess, in all probability—in fact, I cannot for a moment doubt of it—the generation to come will be much superior to the generation that is passing, and that those who come after us will see that prosperity which we now only look for and see the beginning of in the efforts that are now being made. And more than this, besides making your family so much more happy and insuring the success of your children in life, you will build up a fabric of the greatness and glory of your country upon the sure foundation of an intelligent and a Christian people.

Earl Granville on Art.

There had been (said the noble earl) wonderful improvement even in children's picture books, and few children would now condescend even to look at the picture books of thirty years ago. Numbers of foreigners, including M. Gautier, of high reputation, had pronounced in favour of our English art institutions, and that he thought was as near the verdict of history as could be. He read the other day an article in a French paper, stating that twenty-six years ago the French were superior in ceramic, and every other kind of art, to the British, in fact, the superiority was uncontested, but the article admitted that they were not in the same position now. The manufacturers of England, thanks to their museums, thanks to their models, and thanks to their schools of design, were improving every day. The article also quoted a report from a very able art correspondent in Philadelphia, giving the highest place to England for that which she had exhibited, and impressing upon his countrymen the necessity of adapting her institution in