

School system is directly due to this cause. To remedy the defects and make the High Schools more efficient and popular, there should be a more judicious selection of studies, and much more time should be given to English Literature and to Composition. At least one lesson per day should be devoted to these subjects throughout the entire course.

*Gems of Literature.*—Morality, if under this head, may be placed honesty, patriotism, and good-will to men, ought to come within the scope of school work ; for morality in this sense is the dearest element of the good citizen, and the good citizen is the prime object of education. Our country has less lack of intelligence than of public honesty and private fair dealing, less lack of knowledge than of inclination towards a noble life ; which facts show that something in the present order of society is either fundamentally wrong or deplorably weak. But where shall we seek a remedy ? When and how begin to mend ? The subject of a moral progress does not belong solely to the religious world. It is not altogether a matter of religion ; it is a matter of that good sense, that idea of public utility which considers the welfare of the immediate present, and looks with a benevolent eye to an improved manhood in the future. For morality is almost as beautiful when viewed as a guiding element to man in this world's transactions as it is when viewed as an essential to happiness in the world to come.

We cannot serve the future of this world in a better way than in taking care of the present of the children. It is in our power greatly to elevate the world in morals. We can do this by introducing into our present educational system a factor whose object shall be to give the proper direction to the child's thoughts ; to implant in his mind correct conceptions of

the world and his place in it, true ideas of his duty to his neighbour and his country, and of his relations to the inferior world around him, which, sinking deeper and deeper with each generation, shall eventually supplant evil, and leave a soul worthy of the inspection of gods. "As a man thinketh, so is he." Children should be led to think properly, that they may be enabled to act justly and generously ; and it would be far safer both for them and the community if their acts were directed by fixed principles than by sudden and untrustworthy impulses. Now, as it is undeniable that to many the age of maturity does not bring with it those established ideas of right and wrong, those healthy conceptions which characterize the model citizen, I for one feel the necessity for a new feature in education, whose object shall be advancement in a moral way. I consider it our duty to attempt what I have indicated above. We owe it to the pupils, as being our fellow-creatures ; to the State, as being essential to that good citizenship which is the first object of free education.

The question is as to the method. My idea, as many of you know, is to make use of the gems of literature.

The literature of the world embodies a universal moral creed. In its fulness here and there may be found the holy teachings of the Bible, in language pleasing to the ear of youth, and in form adapted to his understanding. It inculcates all the substantial teachings of the Scriptures without awakening the suspicion that the private realm of devotional form is to be invaded.

A broad-minded selection of noble passages, though it may not be able to do all we could wish in a moral way, can certainly do much to raise men to a high moral, political, and social plane. It may not make men prayerful, but it can make them re-