

There was a great value in religious education, but not of the kind often attributed to it. They could teach children two things by example and by precept—one was honor and the other was sympathy. They could give children up to fifteen or sixteen years of age an intelligent, appreciative idea of the history of the Old and New Testaments, and make them interested in it. Quite apart from religion, every person desirous of being educated ought to know the history of the Old and New Testaments. An attempt to bring to the minds of the children specific dogmas was almost hopeless, because either the child did not understand them or misunderstood them. Very often they remained mere words to the child who was taught to repeat them. He had never been able to see that practically there had followed in those church or school systems which had attempted to base their teaching either upon constant appeals to religious emotion or upon constant dwellings on distinctive dogmas any result for a moment commensurate with the pains spent."

The difficulties that beset the young Canadian, poor but ambitious, who is anxious to climb from a lower to a higher position in the social scale through his own efforts to educate himself, are becoming more and more insurmountable every year through the limitations of our greater universities and the intensifying of their curricula. The self-made man, from an educational standpoint, will soon be a thing of the past, and when all our minor colleges have become swallowed up by the great central scholastic institutions, the man that is born the son of "a hewer of wood and drawer of water" will have to take to his father's business for lack of means

and opportunity of fitting himself educationally for the higher walks in life. Many of our most prominent citizens have often been heard to say with pride in public that they began life by teaching in some country academy or by making some other occupation a stepping-stone to a college course. In their days there was given to the aspiring Canadian youth many opportunities of making the most of his environment on his climb to a final settlement in life, but nowadays these opportunities are being steadily curtailed, perhaps with profit to the country at large, as some may say, though undoubtedly to the discouragement of those who are energetic enough to improve their circumstances, with the innate intellectuality necessary to do so. In the Lower Provinces there has often been raised a cry in favour of college amalgamation, but whatever the forces are that have kept the colleges of Nova Scotia and New Brunswick apart (whether these forces be economic, professional, or denominational) it is true that there are still no less than six degree granting institutions in that part of our Dominion. To educate a lad in any of these institutions a minimum of one hundred dollars has been found sufficient, and even yet a young man of ability and ambition may enter any of these schools without drawing very heavily on his parents or friends. The Province of Quebec until lately had also its minor colleges where the sturdy farmer's lad, with the call of genius on him, might find a footing on the lower rungs of the ladder that leads upward in life; but the last of them, we are told, is about to close its doors from circumstances which cannot well be enumerated without giving offence. In Ontario the process of centralizing has been carried to its fullest limit, and with the in-