

EDITORIAL NOTES.

A SUGGESTION.

TO make the study of history fruitful to the pupil, we suggest to the teachers of history to follow two lines of thought. First, to study the biographies of the leading men of the age, and secondly the history and practical workings of our civic institutions. The development of our civic institutions is most helpful to the teacher in enlisting the active co-operation of the pupils in the study of the history of their own country. Any teacher who will direct the attention of his classes to the practical workings of our township and county councils, to our provincial and Dominion parliaments and especially to the British North America Act will confer a lasting favour on, we will not say, his pupils, but on his country. A knowledge of civics is a good preparation for the duties of citizenship. Our country is rich in the slow and historic development of its governmental institutions.

FREE EDUCATION.

WHAT is free education? The answer given to this question was, that the child could attend school without paying fees or a rate bill. All the expenses of keeping the school open; that is the teachers' salary etc. etc, were provided for in the annual amount of taxes each rate payer had to pay. Each taxpayer, rich or poor, childless or otherwise has to pay according to the amount of property, he may happen to have. We all know how difficult it was to get all the taxpayers to agree to this levelling measure.

Is this free education? The answer comes from several quarters: No. Some claim, that in order that educa-

tion may be free, we must provide text-books for the pupils. All the books a child requires for school purposes must be provided by the taxpayers; for, otherwise, the child without the proper books will not be in a fair position to compete with the child provided with all the books; and moreover, the pupils all having the school requisites will make more uniform progress—at least, if all the pupils do not advance equally, it will not be for want of proper books. Well, we now have all the children attending school provided with text-books and the cost of such provision charged in the annual tax-bill: Have we free education now? The answer is not slow in coming: No. One parent says, by way of answer: My child is poorly clad; that is, not so well clad as some one else's child. And another says My child is hungry, only gets one meal a day, while yours gets three good meals each day. The contest is not fair as between such children. Evidently, it is not fair. As we see things, in what community can you find the race of life fair?

Then does free education mean, that the tax-payer is to provide free tuition, food, clothing for all the children attending our public, or state schools? This is the latest development of the modern free education theory—In Ancient Greece, there were states which took charge of all the children and educated them at the expense of the public. We all know how this was done and what a complete failure the result was. But to our thinking, the ancients were more logical than the moderns in this matter, for they began at the beginning of life and took charge of the conditions of marriage, as well as the conditions of governing the child after birth.

Is the final outcome of Christian