

proach any subject, no matter how delicate in that impartial frame of mind which so materially aids in reaching true conclusions. To do this, however, the teacher must be prepared to undertake the toil and labour necessary to obtain a knowledge of sound principles. He cannot teach what he does not know. He cannot view great questions from a broad standpoint unless his mind is broadened by wide reading and liberal studies. This is a tempting field for discussion, but I must content myself with expressing regret that so many promising teachers falsify the hopes of their friends by neglecting to continue their studies after they begin the work of teaching. How much they lose in personal enjoyment, and, what is more important, in usefulness, they fail to estimate. One thought more, and this brief and rude outline must come to a close. It is this. All moral teaching to be effective must be largely indirect. You cannot teach religion or morals out of a catechism or by precepts and homilies. The work begins in the teacher's example; it is carried on from day to day gradually, almost

imperceptibly, by using every opportunity that arises to inculcate a lesson of honesty, truth, purity, and righteousness. So with the political teaching that should be given; it must be largely indirect, although sound lessons in constitutional history, in the principles of our and other political institutions, in the social, material and political development, of a nation, can be taught as directly as a proposition in Euclid. The field of literature and of history will give endless opportunities of instruction to the intelligent and public-spirited teacher; and he will add much to the interest and pleasure of his pupils by so utilizing his everyday lessons. But I must weary you no longer. I hope you have caught the spirit and intent of this plea. If my meaning is not plain, you must excuse the haste in which this paper was prepared. The whole matter may be summed up by expressing my firm conviction that our duty to the State as teachers is not satisfied by anything less than by a daily effort to build up a noble, strong, brave nation, whose foundations are laid in "truth and righteousness."

CLASSICS IN THE HIGH SCHOOL.

BY E. W. HAGARTY, B.A., HEAD MASTER MOUNT FOREST H. S.

SIR DANIEL WILSON is reported as having said the following at the recent Medical Convocation of Toronto University:—

"It is not to be questioned that the primary aim of the University as a provincial seat of learning is to stimulate higher education in the true sense of intellectual culture. One grand aim must be to elevate the whole standard of intellectual culture in the community. Knowledge is power, and it requires wide and thorough

culture to enable a people to turn this power to practical account. We need not only the culture of the gifted few, but the wise sympathy of a well-educated community. We are training men for teachers."

I know of no better words with which to strike the key note of the few remarks I have to offer on the subject indicated at the head of this paper. Although the venerable President was speaking with special reference to the University and its medical faculty,