

whose talents, leisure, or means, enable them to reach the high schools, are not at all the proper subjects of Provincial care. *They* are destined for an elevated social position, whatever may happen. By aiding them we only help to strengthen the power of leaders whom the blind masses follow. Let the educational energies of the commonwealth be directed into the primary school, and demagoguism, now so fostered by educating the few, must diminish and die out. We wage no war against high schools, but with the limited means appropriated by the Province for education, it is impossible to make primary schools what they should be without curtailing the expenses of the high schools. Besides, the latter do not so much need legislative aid, since a much greater proportion of those who would attend them than of those who attend primary schools, can afford, and are willing to pay the expense of tuition in private institution; while thousands of young children are wasting their youth in idleness, or worse than wasting it, in dens of mental and physical disease, because there are no proper schools provided for them. The same children, when a little older, cannot be spared from the labors of the farm, the house, and the shop, to go to school; and if they do go, they are set to the study of sciences beyond their comprehension, because their untrained faculties have been allowed to waste in their tender infancy.

The spirit of the School Law, not founded in *charity*, but in profound provincial policy, contemplates the training of *all* children in such wise that the greatest possible number of them shall become good citizens. Not scholars, nor teachers, nor farmers, any more than doctors, divines, or merchants; but members of the commonwealth, qualified to perform their parts in the machinery of society, not merely as voters and government officials—for these are only subsidiary to the ends of society—but as men and women, capable, by their own good sense, good morals, kindly affections, and skilful hands, of adding something to the general happiness. Of learning in the school-room sense of the word, very little is necessary; but of the cultivation of the powers by which we learn a training of the faculties to habits of observation, reflection and independent judgment, and of the muscles to healthy and active usefulness, much more is needed, than is generally acquired even in the highest schools.

To effect such a change as we propose, not only must the in-