

not satisfied, and their remains a distaste for the further study of any of the subjects entered on. But, worst of all, the youth suffers from the want of education. The grand mistake of our Education Department and the ruin of our youth comes from the endeavour to make the schools centers for administering information rather than for educating and developing the mental capacities. Information, however perfect, can never take the place of education. No doubt it is supposed that education will not suffer from a widening of the field of information. But it does suffer. Even the information suffers. It were better to know something definite about a few subjects than to have an indefinite acquaintance with a great many. But, as regards education, it is certain that, beyond a comparatively narrow limit, the more you widen the field of a youth's study the more you lessen the possibilities of his education. For the ordinary pupil the introduction to a totally new study is neither easy nor interesting since the first part of it must consist in becoming acquainted with a number of somewhat dry and disconnected facts. The true meaning of these can be fully understood only at a later period. With the primary facts as a foundation, by a process of combining and distinguishing, of drawing conclusions and discovering general principles, weaving in, in the process, many other particulars, an intelligible web of relationships is woven together and becomes a reasonable part of knowledge with considerable interest for the pupil. It is in a measure his own product and in the producing of it there is true education. Plainly enough the education can be acquired only if the pupil's attention is confined to one or two subjects with which he may become tolerably familiar. The artist could never become an artist by spending a few days at oil painting, a few at water colours, a few with pencils, a few with

chalk and a few with crayons. A musician does not become such by practising for a short time on every variety of musical instrument. If most of the pupil's time is taken up in acquiring the rudiments of new subjects, or if the quantity of his work is so great that neither his teacher nor he can spare the time for education, his school days are apt to be of small value to him. Often they are worse than valueless since they turn the youth against study and give him wrong ideas of education. Education not information, quality not quantity, should express the ideal of our school system.

EVERY time our people are called upon to exercise their franchise in selecting representatives to frame their laws and administer their public affairs the abuses of partyism come painfully to the front. Then an effort is often made by some of the better minds among us to stem the flood of evil which sweeps over the land. Still the efforts are too late to be of much avail. The motives, too, are questioned by those who cannot understand disinterested action at such a time. It is supposed by the zealous partisans of either side that these appeals to the better judgment of the people are but covert attacks or sly stratagems of the enemy intended to out-wit them at their own game. Considering the wide spread influence of mere partyism at all times in the world's history it would seem to show that it rests on some of the natural conditions of human nature and not on any outward occasions peculiar to certain times and places. The secret of the matter is that man is moved more easily through his impulses and passions than through simple appeals to reason, however cogent. The great as well as the small movements in history, whether for good or evil, have been made under stress of passion. Reason, it is true, may have begun many of them, but the force which