

penalty incurred, it would certainly, in many cases, prevent the offence. Similarly, if they were taught something of the penalties attached to the injuring of trees, and the reason why such penalties are imposed, it would gently tend to check the acts of youthful vandalism, committed in sheer thoughtlessness, from which small places, especially, perpetually suffer. In many places, too, orchard and garden robbing have become such a pest as greatly to discourage small fruit-growers from their too often fruitless labors. A little pointed instruction on this head in school, with a reference to the general conduct of the pupils in giving them pass certificates, would have its perceptible effect on this evil also.

It is growing into an accepted fact that our schools are not for mere book-learning, but for fitting the pupils, as far as may be, for the future duties of life. To this end we are introducing manual training, which is so important to the many who are destined to follow some handicraft for a livelihood. Now, as all our boys and girls are destined, if they live, to the responsibilities of good citizenship, while not one-tenth, in all probability, can be expected to develop into scholars, the training in citizenship is of far greater importance than the training in scholarship. It is of much more consequence to the community whether Tom, Dick, or Harry learns to be an orderly and industrious citizen than that he should be able to interpret Shakespeare, or work out problems in mathematics, which may never be of the slightest use in after life. Why, then, should not our schools become, in the very first place, training-schools for good citizens? Why should not the two kindred principles of truth-telling and keeping one's word be taught as strenuously as the rules of arithmetic? Is not good conduct worth more than

good grammar, since the building of character in the rising generation is the truest wealth a country can possess? Surely, then, we should have in our schools, as the foundation-stone of all true progress, a careful training in plain morality, an endeavor to instil high principles of action, which, if insisted on as an important part of every teacher's duty, would soon have its effect in raising the tone of practical morality among our people, especially in places where this tone is now lamentably low. The intellectual progress would be advanced by the same means, for principle would tell in all studies, and perhaps the wretched practice of "cribbing," which has become such a plague-spot among us, would then be in time stamped out. Why should not there be suspended in every school, in large letters, as the guiding motto, that inspired Golden Rule which is the basis of all social order? Why, in addition to this, should we not also have, plainly printed on large placards, the statutes which bear on such offences against property and person and the dumb animals as boys especially are always prone thoughtlessly to commit? Why should not these be explained and enforced by the teacher from time to time, and examinations occasionally held on them? And, to complete the work, why should we not have a simple text-book on good citizenship and public morality, which should have a prominent place in the school curriculum, and a knowledge of which should count for not a little in the pass examinations? In time, we might thus have a generation somewhat more free, not only from ordinary dishonesty, but also from political corruption and the eager desire to fill individual pockets out of the public funds. In short, we should begin to have truer patriots and better citizens!

As the sources of our immigration