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MORAL AND PHYSICAL EDUCATION.\*

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*Superintendent of Schools, Montreal.*

In defining education, I take what is now perhaps the most generally accepted definition, viz., that education is the harmonious development of all the faculties that are inherent in the future man, and therefore a good education ought to develop harmoniously the three sides of a man's nature—the physical side, the intellectual side and the moral side. Now, the question which I wish to ask to-night is this—Does the public school system produce this harmonious development?

I am sorry to be obliged to own that, in my opinion, it does not, and for this reason, that the training in our public schools is too largely intellectual in its scope. I do not intend to enter upon any arguments to prove this fact. I shall take it for granted that it is a fact and that you acknowledge it. And I shall, therefore, use this opportunity which is given me of addressing a body of public school teachers, to endeavour to impress upon you the value and importance of the two other factors which, along with the intellectual, go to make up a complete education—physical culture and moral culture—and especially moral culture.

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\* A paper read before the Teachers' Association in connection with the McGill Normal School, Montreal, in January, 1886.