

quired from the Canadian teacher, who must be prepared to put in practice the theories he is ready to expound. He must have more than a superficial knowledge of electricity, magnetism, galvanism, and light, and he must be able to handle the chemicals and apparatus, and perform the ordinary experiments with the metalloids which are contained in those laboratories which he can buy of the manufacturing company of Toronto, for £2 8s., less than half the sum he would have to pay for a similar thing in England or Europe. Chemistry is considered the keystone to agriculture, metallurgy, and manufacturing; and as farming, mining, and manufacturing constitute the present and future resources of Canada, the laboratories are extensively used, and in a manner calculated to create a desire in the mind of the pupil to go deeper into a study which promises to be so interesting." Surely we have a Barnum amongst us, and we knew it not. Now, without doubt, our school system must be a good one, else we would not find a matter-of-fact, a frugal and by no means wealthy people, expend upwards of three millions of dollars a year in the support of public schools. The people of Ontario are, as a community, too shrewd and too business-like to spend such an enormous sum as this upon popular education, without the fullest assurance that they receive a fair and honest return for their money, and, though the majority of them may be as silent as the Englishman, in showing its peculiar merits, they can at all events point to the character of the material it turns out as a sufficient return for the price they pay.

It may not be out of place to enquire what are the aims of a system so liberally supported, and whose paraphernalia even, won the commendations of our United States neighbours who are never very ready to ac-

knowledge superiority in what does not belong to their selves.

The first and great aim of our public school system is to teach the children of the country the elements of knowledge, in reading, writing, and arithmetic, so well that they may be properly fitted to perform the ordinary duties of this nineteenth century life with satisfaction to themselves, and with benefit to the state.

Reading, which enables us to live and act with the utmost force of our nature in the present, and lays open before us the thoughts and deeds of the mighty ones of the past, is required to be so taught that it may afford not only profit but pleasure in the daily walks of life,—profit, in contributing to bread-winning; pleasure in rendering available that perennial fountain of enjoyment and recreation of our modern life, the endless productions of the printing press; and both profit and pleasure by training the human voice to act with the intellect in giving just and full expression to the printed page, so that those who hear may grasp the thoughts of the writer as firmly as he who reads. It is required to be taught that it may become one of the great avenues to human knowledge, such as Bacon recognizes it to be in his pithy aphorism: Reading maketh a full man.

The aim in teaching writing is, that he who runs may read, and that all who have been a reasonable time under school training may be able to express whatever they wish to say in fair and legible characters, so that, when they go into active life, they may find this acquirement a ready help in the multifarious concerns of whatever calling they may adopt, and a convenient medium of communicating thought when the voice is not available. Of course, it may be made to do greater service, but these, at least, our school system expects it to fulfil.

Reading and writing are so intim-