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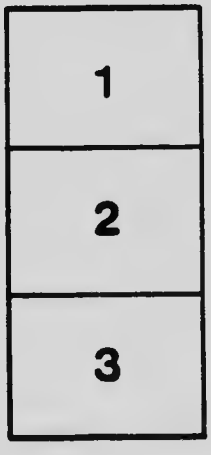

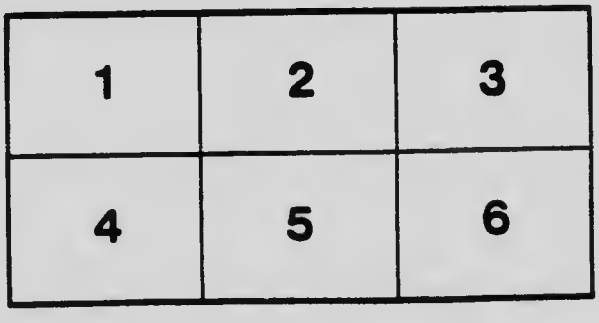

Education

An address before
THE MAY COURT CLUB, OTTAWA,
13th March, 1908,

BY

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Education

The course of lectures provided by the May Court Club for 1908, began with one on The Spirit of Canada, and included a presentation and discussion of some of the natural resources of the Dominion under the titles of Grain, Fish, Fruits, Forests, Dairy Industries, and Transportation. The closing one of the series is expected to treat of the relation of Education to the national heritage.

THE NATIONAL HERITAGE.

The most precious of our national possessions are those of a non-material character. First comes life—the quality of life inherited from our forefathers, who loved and enjoyed liberty, who prized and diffused intelligence, and who cherished and administered justice. Our ancestors won these by struggle, patience, and courage; and left them to be extended by means of education. We are heirs also of rich stores of knowledge and wisdom, of ideas and ideals, in our languages and their literatures. We came into possession of material wealth, organized into myriads of usable forms, as for instance in buildings, roads, railways, factories, articles of furniture and clothing, objects of art, and all humanized things of utility and beauty. We entered also upon the unearned ownership of the achievements of those who have gone before us, in so far as they embodied into laws, customs, and institutions some of the results of their experiments and experiences in living. These laws, customs, and institutions in their essence are what the majority of a self-governing people

considered at the time to be desirable and good. Most of them are necessarily flexible and adjustable to meet new needs and conditions. Among others one of great value is the system of formal education of children and young men and women in schools and colleges.

Most to be esteemed among our possessions are the quality of life, the stores of knowledge and wisdom, the wealth in available forms from the applications of intelligent labor, and the institutions for social efficiency. these matters we are the heirs of all the ages; and our heritage may be continuously improved by worthy education.

We have also in our national estate immense natural resources of great material value. As a people we own half a continent; and every acre of it is worth more because it forms part of the Empire—the Empire whose ultimate purpose, meaning, and crowning glory might be summed up as the preservation and extension of liberty, intelligence, and justice—these roots and fruits of education.

SIZE AND QUALITY.

Canada is an immense property—extending a sixth of the way round the globe. Latent wealth is abundant: in the soil for agriculture and horticulture, over the soil in forests with their treasures of valuable timbers, and under the soil in minerals both common and precious. There are undeveloped resources in our rivers and lakes, with their fisheries and waterways, with their water-powers to yield light, heat, and cheap transportation at the bidding of an educated people. This capital city of Ottawa gives fine illustrations of what water-powers can do in those regards.

The geographical position of Canada, with Atlantic and Pacific seaboards—a week from Europe and a fortnight from the Orient—gives its people the right to be a connecting link between the most ancient and the most modern civilizations on the continents of Europe and Asia. It rests with our people

whether this highway shall be a means of leading also the older nations forward in the paths of ever-advancing civilizatio[illegible] it is our first duty to make the most of this land for o[illegible]ves, in doing that we may so impress the travellers who cross [illegible]r country that China, Japan, and even Europe, may gain from us stimulation, inspiration, and guidance to our advantage and theirs. That will depend upon o r education. Because our distances are great, and because our population may be comparatively sparse for another generation or two, it is important that the people should plan for efficient systems and forms of education. From our eastern shores we have a thousand miles of territory in summer fragrant with the blossoms of apple trees and clover; then we have a thousand miles of primeval wilderness in forests and minerals on the edge of the Arctic water-shed; beyond that towards the setting sun a thousand miles of prairies. There as elsewhere agriculture is not the breaking of clods, but the harnessing of sunshine into crops for the profit, service, and pleasure of mankind. Beyond these thousand-mile fields, we have five hundred miles of snow-capped mountains pregnant with coal, and gold and silver and lead, traversed by valleys where wheat and peaches are among the fine products. With an inheritance like ours, it still remains for education to contribute further to the development of natural resources, of individual talent, and of human society.

EVOLUTION OF SCHOOLS.

Education is a word of many meanings—an elusive term, difficult of definition, often used to represent experiences unlike in their nature. It is not a something or subject detachable from life. It may consist of, or result from, a series of experiences arranged to lead to the increase of (a) knowledge, (b) power, ability, and skill, and (c) good-will in individuals and in the community. For those who hold that the primary aim of education should be to qualify a person to earn a living, its progress will be denoted by the application

of ever-increasing intelligence, ability, and good-will to meet the needs of food, clothing, shelter, and all of material good that these types stand for. But since to earn a living is not the main purpose of life, education must also be a series of experiences leading one to make life itself worth living. That can be done by the unfaltering quest of truth, beauty, and goodness. Everybody is concerned in those, and an interest in education is at the beginning of wholesome enthusiasm for those and for humanity.

Of old, the informing and training of the children were carried on in the homes and at the occupations of the family. Then, for reasons of economy and efficiency, formal education was taken up by public and representative bodies—ultimately by governments, as representing the whole people. Out of these efforts came schools as we know them—to conserve knowledge, to impart it, and more than that, to train youth for life at its best, at the time and in the locality. The experiences of a people change with the development of individuals, of civilization, and of the conditions of life. To meet these changes, there must come to the schools, ever and ever and ever, reforms, additions, and advances, unless the race itself is to stand still. We are carrying on experiments in governments and in schools. A free people will keep on making experiments—going on from every new advantage gained.

The first schools were private, with self-appointed teachers, and existed chiefly to teach letters, or reading and writing. Then came church schools, with their fees and their catechisms. Then came public schools, maintained by the taxes of all the people for the good of all the people. Under that system, contributions in our Dominion are made by the provincial governments, municipal authorities, and rate-payers of school sections. Governmental authority controls the courses of study, the qualifications of teachers—to some extent their remuneration, and also the text books and regulations.

THE STATE SHOULD EDUCATE.

Among other good reasons why organized society, acting by its regularly constituted governments, should support and direct a system of education, one may think it is done and must be done in order that everyone may have a fair opportunity to develop or acquire:

1st. Power and desire to earn an honest living by honest work;

2nd. Self-restraint, in order not to use power at the expense of, or to the injury of, others;

3rd. An understanding of the meaning and duties of citizenship in a free country;

4th. Talent and determination to give one's country the best service through work of which one is capable; and

5th. Capacity, willingness, and energy to co-operate with one's fellows for the public good.

If the state did not provide schools for those purposes, provision for them might not be made at all, for the protection of the body politic and for the advantage of the body politic.

In Canada education receives fair recognition, so far as expenditure goes, at the hands of the governments. The governments of the various provinces pay grants to public schools ranging from nine to thirty-nine per cent. of their total revenues. The thirty-nine per cent., which a year ago was true of Prince Edward Island, does not indicate any more generous support of schools than the nine per cent. of another province, but only that the schools in the Island province are supported chiefly from the provincial treasury rather than by the local taxation. The amount of expenditure is not the only evidence of the relative importance of education as a public activity. As the old earth rolls into the sunlight every morning, from the Atlantic to the Pacific children troop to school, travelling in all sorts of ways. One in every five of all the people either attends school or teaches in school. Although statistics for the last few years are not at my hand, one may say that in round figures a million and a quarter of children hurry or loiter to school, and over 30,000 teachers spend their days in teaching them.

HINDRANCES TO PROGRESS.

During recent years there have been greatly increased interest in schools, and greatly increased appropriations for schools. Between the two years, 1904 to 1906, the increase in grants by the government of Ontario to public and high schools was over $600,000. That figured out at the rate of about 75 per cent. increase. Want of wealth in Canada is not one of the hindrances to the advancement of education. The great hindrances are the want of appreciation among the people of the real value of education, the consequent want of interest, and a vastly wrong attitude of mind towards taxation for schools. Somehow we have developed a notion that all taxation partakes of the objectionable features of the old tribute paid to masters and conquerors, and that the two things to be disliked and escaped, as far as possible, are death and taxes. Taxation for schools among a free people is one of the best means of advancing civilization. It is the index of the quality and vigor of civic vitality. Everybody chipping in to do for all what no one could so well do alone, is the practice of only people who have more than a lip-knowledge of liberty, intelligence, and justice. I mean the fine quality of justice that gives the children of the poor equality of opportunity for the development of life—of body, mind, and spirit.

Another of the specific hindrances, of a serious sort, to the advancement of education, comes from the way in which the public regard the work and office of teachers. The position of teachers in Canada is under-estimated, and they are much under-paid. Ambitious young men of ability, who are not led into the profession from missionary or altruistic motives, are deterred from following it by the low rate of remuneration, the want of adequate recognition of the value of the social service rendered, the want of prize places in the profession, and the few honors and scanty rewards for long and faithful service.

THE NEED OF THE CENTURY.

In the long run, the degree of esteem in which a people holds its teachers will determine its future position among the nations. A prophetic voice has proclaimed that the twentieth century is to belong to Canada. In any way that matters, the century belongs to the people who can direct the trend of human affairs and dominate for even a time the activities, the character and direction of the activities, of a large portion of the human family. In that sense shall the century belong to Canada, or shall Canada during the century be dominated by the ideas and standards of the grim greeds of uneducated or half-educated peoples? By half-educated people, I mean people who are trained only into intellectual and industrial ability, without the good-will which gives desire and power for co-operation.

A feeling of restlessness, of change, of chafing under existing conditions, is abroad among the people. That is not wholly new, but there is a comparatively new feature in the unrest. Instead of the movement being all city-ward, there is now a tendency, an instinct, an inclination to get back to the land, to stay on the land for the sake of the homes and the families, for the sake of health and security in opportunity of employment, and for the advancement of worthy education. For a long time, the only people who actually labored by hand on land were slaves and serfs and less intelligent peasants. Nowadays, through the great advances which have been made in the control of natural forces, there is growing up an intelligent preference for life on land by educated people. That condition again calls for modifications in education, in order that they and their children may be able to utilize the personal experiences of the schools in making the best of their lives and opportunities afterwards.

To advance the education of the people is the highest privilege as it is the most important duty of statesmanship. Would parliaments and legislatures and county councils, and the whole list of them, be worth while unless they led towards the fruits of better education? Of all the forms of help

which a government, representing all the people, may with safety and benefit give to individuals, the best are those which help to develop intelligence, power, ability, skill, and co-operation with good-will. These, I reiterate, are the fruits of education.

THE MACDONALD MOVEMENT.

One generation can do but little by itself in advancing education, or in bringing about increase of knowledge or development of power. It can learn the lessons of consequences, and applying these to life, may leave some organization and institution, some school or school system, some opportunities for the young, better than they were before. Sir William Macdonald in his day is trying to join forces with his fellow-citizens towards rendering such a service.

The Macdonald Movement, as helped by Sir William, has nothing destructive in it. It does not desire to destroy anything that now exists in rural districts, except weeds, but it hopes to help in building up something better than is now known and done, and thereby displace what is poor. It aims at helping the rural population to understand better what education is and what it aims at for them and their children. It plans to help in providing more competent leaders for the horticultural and agricultural population. Somebody's watchfulness, somebody's thoughtfulness, and somebody's thoroughness are always required; and the progress of the people in all worthy ways can be increased in what might be called geometric ratio through intelligent leaders who possess and use such qualities with unselfish public spirit.

SEED GRAIN COMPETITION.

A striking instance of the result of industrial and agricultural education under the Macdonald Movement came from the Macdonald seed grain competition. As direct and indirect results of that competition there has been a remarkable development in the cultivation and systematic selection of

grain of high quality for seed. The Seed Branch of the Department of Agriculture itself was a direct outcome of the Macdonald seed grain competition. Parliament votes over $50,000 per annum to carry on the work of that Branch, for the improvement of seed and the securing to the farmers by legislation and inspection of reasonably clean grass seed and clover seed.

Many of the farmers on whose farms the competition was carried on were formed into the Macdonald-Robertson Seed Growers' Association, out of which grew the Canadian Seed Growers' Association. Its third annual meeting was held in June, 1906, and the report of its proceedings contained a marvellous record of valuable public service. Particular information was obtained from leading members of the association. These reported several distinct and definite gains from the method of selection which had been followed by the members of the association, viz., the size and quality of the kernels definitely improving; the strains of selected seed maturing more evenly; the strains becoming better adapted to local conditions; varieties being kept pure; the strains becoming more resistent to disease and gaining in productiveness. All these are highly desirable and give added value to the crops in every case.

I made enquiries last year from the Seed Branch of the Department of Agriculture and from members of the Canadian Seed Growers' Association. I gathered from their estimates that one of the direct results from the seed grain competition was an increase in the value of the grain crops of 1906, to those who were directly affected by the seed grain prizes, to the extent of at least $500,000. That is high finance for you, high finance by a man of lofty intelligence and spirit—5,000 per cent. on an investment of $10,000; and the best of it all is that Sir William Macdonald has not sought and did not receive a single dollar of return for himself from it. That is laying up treasures where neither moth nor rust doth corrupt and which go on gathering and diffusing benefits for ever and for ever for the people.

MANUAL TRAINING CENTRES.

Sir William C. Macdonald furnished funds to establish manual training centres in connection with the public schools in twenty-one places from Prince Edward Island to British Columbia, and to maintain them without cost to the pupils or the public for a period, in most cases, of three years. At first special teachers of ability and experience were brought in from outside, mostly from England. Some twenty-seven manual training teachers were thus brought into Canada. As time went on, Canadian teachers were trained and became duly qualified. Before the end of the period of maintenance by the Macdonald fund, there were forty-five manual training teachers on the salary roll at a cost of some $3,600 per month, and more than 7,000 boys were taking the course. Summer courses were provided for teachers of urban and rural schools. In the cities on Saturday forenoons, or at some other convenient time every week, classes were arranged for the teachers, from whose rooms the boys went to the manual training centres. In Ottawa these classes were attended by over ninety teachers, and in Montreal and in Toronto by over a hundred in each place. This work was begun eight years ago, and in 1903 (in Montreal in 1904) the local authorities in the several provinces took over and extended the work. The equipment was presented free to the school boards, and in the case of the Normal schools to the provincial governments. Now over 22,000 boys and girls in Canadian schools receive the benefits of manual training in their regular course under the local school authorities as a result of Sir William's benefaction in giving that form of industrial and agricultural education a good friendly lift.

SCHOOL GARDENS.

Under the Macdonald Rural Schools' Fund arrangements were made for providing a school garden at each of five rural schools in each of five provinces. A trained instructor was

placed in charge of each group of five gardens and of the nature study work at them. He spent one day at one school and the next day at another. The cost of this was met by Sir William Macdonald.

At the school gardens an effort is being made to give the children information and training in three important matters a connection with agriculture, viz., the selection of seed, the rotation of crops, and the protection of crops against disease and insects. It is really industrial education. Children find out something by doing, observing, and recording results themselves, and I say it over again that all worthy progress, in matters that are worthy of thinking about, springs from learning the lessons of consequences. As soon as a child understands that, and governs his life accordingly, he becomes a better pupil and the promise of a better citizen in every sense.

The school garden is one way of making rural life more popular as well as efficient. It may be the first step towards actuating the people to pay more to make the schools more efficient. The best education in rural schools should make the people like rural life and also enable them to make it more profitable. The best way to make any workman like his work is to make him understand it. The beginnings of all that and much more are laid in the schools.

I cite only a few instances of the results from the experimental plots in the gardens managed by the children themselves. In Prince Edward Island, at Tryon, the children obtained an increase of 32 per cent. in the yield of wheat from a plot on which selected seed was sown, as compared with a plot alongside for which the seed had not been specially selected. In Prince Edward Island, also, the children obtained a yield of 17 per cent. increase in a barley plot after clover, as compared with a plot alongside where no clover had been grown.

At most of the gardens two plots, side by side, were planted with potatoes under similar conditions. The treatment of both plots was alike, except in regard to the spraying with

Bordeaux mixture to prevent blight. One plot in each garden was sprayed with the mixture three or five times, as the case might require, whereas the other plot was left unsprayed. In every case the yield of potatoes from the sprayed plot was larger than the other. The following list shows the increased yield resulting from spraying at six gardens: Knowlton, Que., 111 per cent.; Richmond, Ont., 100 per cent.; Carp, Ont., 85 per cent.; March, Ont., 81 per cent.; Guelph, Ont., 43 per cent.; Brome, Que., 41 per cent.

At the entrance examinations for the county of Carleton in July, 1906, from schools where no school gardens had been established, 49 per cent. of the candidates passed. From the five Macdonald schools, where all the candidates had been engaged in school gardening for three consecutive years, 71 per cent. passed, and most of them with high standing.

CONSOLIDATED SCHOOLS.

In addition to the undertakings I have mentioned, the Macdonald Movement included the establishment of four object lesson consolidated schools, and assistance for their maintenance during a period of three years. At these schools, children from the surrounding country, which was formerly served by single district schools, were gathered to one central school. That made it practicable to have all the ordinary branches well taught and to enrich the course by nature study with school gardens, manual training, and household science.

Notable results have followed in several of the provinces from these object lesson consolidated rural schools. Dr. MacKay, superintendent of education in the province of Nova Scotia, writes that in his province 53 schools have been consolidated into 22 effective ones. In the province of New Brunswick there are four large consolidated schools, each with nature study and school garden, manual training, and household science. The provincial government pays half the cost of conveying the children and gives other special grants.

MACDONALD INSTITUTE AT GUELPH.

Sir William Macdonald gave the sum of $182,500 to provide buildings and equipment at the Ontario Agricultural College, Guelph, to train teachers now in the service for this "new education." Besides serving that purpose the Institute has become a headquarters for manual training, for household science, and for providing short courses of instruction and training for farmers' daughters and others in cooking, sewing, domestic art, and other branches of domestic economy. Two buildings were erected. Short courses of instruction in nature study and school gardens were provided without fees to teachers. The governments of four eastern provinces where the consolidated schools were established gave scholarships to enable teachers to attend. Over 200 teachers have already taken these courses. When pupils who pass through consolidated rural schools go on through the Normal schools, each with advanced work and suitable professional courses in manual training, nature study, and household science, they will be thoroughly qualified to carry on this better system of education.

MACDONALD COLLEGE.

Macdonald College has grown out of the attempts and accomplishments, these trials and experiments and evidences of progress, as well as out of Sir William Macdonald's keen desire to help the rural population to build up the country and to make the most of it and themselves. In some measure it grew out of the school garden movement and the consolidated schools, to serve as a headquarters for the training of leaders. In some measure it grew out of the manual training movement, which is a first necessity in the general education of pupils if they are to profit by technical and industrial education afterwards. In some measure it grew out of the oft-expressed desire on the part of the educational leaders over the whole Dominion for such advancement and improvement of education for rural communities as would not only

prepare the children for life at its best in rural occupations, but would also satisfy the people as being the right training for their children. In consequence it was founded, erected, and equipped for the following among other purposes:

"1. For the advancement of education; for the carrying on of research work and investigation and the dissemination of knowledge, all with particular regard to the interest and needs of the population in rural districts.

"2. To provide suitable and effective training for teachers, and especially for those whose work will directly affect the education in schools in rural districts."

The College occupies a beautiful site, overlooking the Ottawa river at Ste. Anne de Bellevue, twenty miles west of Montreal. The main lines of the Grand Trunk and the Canadian Pacific railways pass through the property, and the stations of both railways are within its boundaries.

The College property comprises 561 acres, and has been arranged into three main areas, viz., first, the campus with plots for illustration and research in grains, grasses, and flowers, containing 74 acres; second, the small cultures farm of 100 acres for horticulture and poultry keeping; and third, the live stock and grain farm extending to 387 acres.

The College carries on its work in three departments, or schools, namely: the school for teachers, the school of agriculture, and the school of household science. In the Macdonald Movement, the aim has been to aid the teaching profession, to help the teachers themselves to qualify for the new needs of their calling, to help the public to obtain such teachers, and to encourage them to appreciate them more highly.

FOR THE FUTURE.

If our future as a nation is to be satisfying, it must needs be that the teacher shall be recognized as a leader and not merely as a teacher of letters. For leadership, he must have powers of sympathy, insight, and interpretation; and to secure a following of the people, as well as of the children, he must

be possessed of skill, scholarship, and energy; and with all these have a character animated by enthusiasm, unselfishness, and purpose to serve. National suicide lies in the direction of belittling the teachers. National safety and progress in all worthy ways must follow from competent leaders, trained into ability to meet conditions arising from the old in human nature and circumstances created by the new in man's ever-increasing control of Nature.

CULTURE OR SELFISHNESS.

The newer education, no matter how new it may not be, must still stand for culture. But it must promote culture and knowledge as means and not as ends in themselves. Culture is almost as elusive a term as education itself. The man on the farm gets some light on its intrinsic nature from the study of *agri-culture*. To him, culture stands for crops (the best in quality and largest in quantity that can be obtained), the suppression of weeds, insects, and diseases, and the increase of fertility and beauty.

At various times, and with various persons, different motives have led parents and children to seek education under the guise of culture. Perhaps one of the most powerful of these was the hope that education and culture might deliver the boy from the need of working hard—might give him a chance to escape hard labor. Any parent or child who seeks education for that reason finds it a disappointment, a delusion, and a snare, both as a means and as an end. To seek to escape one's share of toil in life is really to wrap one's talents in the napkins or cerements of the tomb. It is burial before death.

Another motive that sometimes prevailed was that, through culture, one might find an occupation socially more highly thought of than otherwise, and might obtain as much as possible of material good in life for as little as possible of service. When James Russell Lowell said "Every man is as lazy as he dares to be," he might have added, Every man is as selfish as his education lets him be.

THE LOVE OF LABOR.

Education is for the benefit of the pupil as an individual, as a coming citizen, and as one link in the chain of life. The powers resulting from it may be applied to the improvement of, (a) the home and its comforts, conveniences, safeguards, and spirit; (b) the occupation and the security of its opportunities, satisfactions, and remunerations; and (c) the social relationships, in order that there may be an increase of good-will and co-operation.

Such applications of education would bring about what has been called the rehabilitation of rural life. As a means towards that end, there are required schools in which children work with their hands on tangible things, and can themselves take the initiative in tasks which are mutually helpful to the children and to the relationship of the school to the homes. By means of such schools there would be conserved a love of manual labor, a love of ideas and learning, and a love of one's fellows. These foster and nourish worthy enthusiasm for all good things. It would be well to have in such a school difficulties to be encountered and overcome somewhat similar to those of later life. That may be stated as a good reason for commending manual training, household science, and nature study with the school garden. These lend themselves to the graduation of difficulties, to situations in which children learn from each other, and to experiences which cultivate the imagination and at the same time develop executive ability. After a few centuries of such schools one might expect men and women to be on the average the peers of Tennyson and Florence Nightingale. What would not the peaks of human life be then? It may not be long before the courses of study in our public schools provide such fair balance for the application of children's activities, that time-tables will be arranged with one-quarter of the whole time devoted to doing things with the tangible, one-quarter to language, literature, and history, and the remainder divided between mathematics and nature sciences.

THE RECEPTIVE AND THE EXPRESSIVE.

A course of education is necessarily made up of many ingredients. As the English code of 1904 says: "It is none the less liberal or cultural because given through the medium of practical studies." "The literary and practical are not only compatible elements, but should always be complementary." There are some notable differences between what have been called "book schools" and schools of the sort for which I am now pleading. One might put instances in contrast. On the one hand, books, excellent and nourishing, but in the main with children calling for the passive and receptive; on the other hand, benches and tools, calling for the active, the constructive, and the expressive. On the one hand, examinations, with the teacher's decisions in pencil marks or some other marks; on the other hand, material objects, showing the finished work of the pupil with its merits and defects and calling for his own verdict. On the one hand, the making too much of a knowledge of names, rules, and statements, while on the other hand there is constant need for the student understanding the relations of things which are real to him. These things are not any more real than symbols or words, but they are more real to the undeveloped and untrained minds of the children.

In dealing particularly with education for rural life, one may be excused for insisting that the country school should be different from the present city school—but not below it in intellectual level or in literary culture. Rural schools are often only poorly equipped, and sometimes badly taught—city schools located in the country. To prevent that, one of the modifications of our educational system which is most desirable is that the training of teachers for rural schools should be co-related to agricultural education. That we are also attempting at Macdonald College.

EVER ADVANCING.

One is not infrequently asked: "Why trouble about this elusive thing called Education? Why bother about schools

and children?" Chiefly because we are trustees of the human heritages and of the national resources. It is ours not merely to transmit unimpaired, but to pass on greatly improved, if you will, the quality of life, the stores of knowledge, ideas, and ideals, the wealth in usable forms, and the lessons of experience as embodied in laws, institutions, and customs.

The verities of what any people have been or have done are summed up in the children and their opportunities. The supreme test of human progress is the quality of child life and its opportunities for wholesome development, happiness, and satisfaction. It is worth while to help to bring about one really good rural school, in every way adapted to the needs of the people of the locality. It is worth while to endeavor to have such a school repeated, over and over and over again, until the whole land is in the way of being transformed by their influence. It is worth while to try to bring about an illustration farm, in every way providing satisfying occupation in a rural district at its best. Such a farm would cause its essential features, and the fundamental principles that determine its quality, to be repeated and applied over and over again. Wherever it prevailed would thereby become part of the new earth. It is worth while to try to have an illustration rural home at its very best in all its appointments, in all its activities, and in all its spirit. Where the school, the occupation, and the home are each at their best, and in numbers at their very best in any locality, there you would have an illustration rural community worth studying by all men who are concerned for the weal of their fellows. Where it prevailed would become part of the new heaven—and of the new earth wherein dwelleth righteousness. To have seen such places, to have known of their real merits, would bring to every intelligent toiler for the betterment of conditions and of life, fresh confidence, renewed courage, and enlarged enthusiasm for education and for life.

To make such a policy of rural economy efficacious would cost a good deal of money; but is there any better use to which money could be put than in thus securing to the next generation of children a better start in life, with a cleaner, safer path along which to go ? The costs of education never keep a people in poverty. Quite the opposite is the case. Ignorance, inability, and want of good-will all come from lack of education or from poor schools. These are the most costly of all the charges upon life and upon property. Whether one believes in the assertion that "The love of money is the root of all evil," or not, I think all will admit that the love of children is a means of all good. It is worth while to put these two in evidence, when settling the amounts to be spent on education. Is there any other way worth while whereby wealth and talent can be made immortal, than by laying up treasures in the children ("for of such is the kingdom of heaven"), "where neither moth nor rust doth corrupt, and where thieves do not break through nor steal" ? Thus may we surely uphold and extend liberty, inteligence, and justice—those roots and fruits of education—and, keeping ourselves in touch with the Universal, the Infinite, and the Eternal, from generation to generation a little child shall lead us.