

Return of the Royal Commission.

The members of the Royal Commission on Industrial Training and Technical Education are home after six months spent in visiting Great Britain and the Continent. The report to the government is now being prepared, covering their enquiry into conditions, educational and industrial, found in Canada, the United States and Europe.

The chairman, Dr. J. W. Robertson, has many things to say, of great importance to every one in Canada, of the observations made in Europe. Of these we can only make mention of a few of special interest to our teachers.

Attendance at evening and technical schools is voluntary in the United Kingdom, but in most German States it is compulsory for boys from fourteen to seventeen years of age, and in a few for girls also. Employers are required to provide opportunities for their employees and pay wages while attending such classes. Cultivation for power and a sense of responsibility are everywhere apparent, and one is struck by the absence from the streets of the youth of both sexes standing on corners or wandering aimlessly about—a too common and offensive feature of many Canadian towns and cities. The cure for this and other indiscretions and carelessness on the part of youths from fourteen to eighteen years of age is found in the continuing evening school, which though unpopular at first, is soon accepted and genuinely liked by those whose ordinary elementary school days are over.

Dr. Robertson was impressed with the advances made in education in Great Britain, in spite of the lamentation made by the English themselves that it is backward compared with Germany. In the latter country thoroughness was not proclaimed, but was revealed by what was being done. The school children are well bred, gentle-mannered, interested and enthusiastic regarding their work. He noticed, what many others have remarked, the legibility, beauty and neatness of the hand-writing on envelopes and addresses of parcels, showing that every German writes clearly and neatly. Singing was taught, not merely for voice production, but rather for the culture of the whole child—body, mind and spirit—and physical culture is a great requirement everywhere.

Canada, says Dr. Robertson, will have to do much in industrial training and technical education in the near future, and our present situation calls for a great forward movement.

Notes on High School Literature.—III.

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Macaulay's Essay on Clive and Johnson.

In 1838 Macaulay returned from India, where he had spent four years as legal adviser to the Supreme Council. In 1840 he wrote for the *Edinburgh Review* the essay on Clive, and followed it in 1841 with that on Warren Hastings. These two essays, dealing with the English Conquest of India, are among the most famous of the series which appeared between 1825 and 1844. More, perhaps, than any of the others, they show Macaulay's skill in rapid narration, the vigour of his style, and his power of presenting a vivid portrait.

If practicable, the essay on Clive should be read straight through as rapidly as possible to get the sweep of the narrative, and a view of the subject as a whole. Or, the three parts treating of Clive's life in India might be read in class, and his life in England be got up by the pupils at home. Then an analysis should be made. Questions may be given as a help to this, *e. g.*:

What is the plan of the essay (professedly a criticism of Malcolm's Life of Clive)? How much of it is critical? What proportion is devoted to Clive's youth? To each of his sojourns in India? To each period of his life at home? To the history of the time, necessary for our understanding of Clive's actions and character? Are there any digressions.

Select what seem to you some of the more striking narrative passages: *e. g.*, paragraph 29: "Clive was now twenty-five years old—"; or, paragraph 36, "Clive had received—". Try to find out what makes this good narrative. Note the length of the sentences, the proportion of verbs, and the number of specific words. Can you find any better passages than these?

Study the descriptions of character; *e. g.*, Meer Jaffier; Surajah Dowlah; Major Lawrence; Nabobs as a class. In making a character sketch of Clive, note the following points: His relations with his family; abilities as a soldier; as a speaker and writer; as a statesman; as a friend; as an enemy. His dealing with Meer Jaffier and Omcihund; his justice; moral courage.

Sum up Macaulay's judgment of him. Where does Macaulay differ from his other biographers? Discuss Macaulay's opinion that the issue of the American Revolution would have been different had Clive, at his best, gone to America in 1774. What does Macaulay consider Clive's most remarkable achievement? Give all the reasons why Clive might look back with most pride to his last sojourn in India. Discuss the justice of the proceedings against Clive in the House of Commons; of the motion which ended the inquiry. Give a list of all the offices held by Clive; of all the honours which he received. Compare the extent of territory in India ruled over by England in 1774,