

in material and in workmanship, and though great wealth may not be yours, you will be content with the satisfaction that conscientious work brings, and with the competence that will not be denied to honest, painstaking effort.

Above all, avoid conceit; your best will be but little. Take to heart the words of that Père Didon, whom I quoted just now, "There is no surer way of not knowing anything at 40 than to know everything at 17."

And, as a final word to what, I hope, you will not have found too tedious, let it be remembered that we who administer the school have a deep, abiding interest in you. For good or evil you bear the school's repute in your hands to enhance or besmirch it. One indifferent or incapable student who leaves these walls and enters a manufactory or into business does more injury to the fair fame and the usefulness of the school than 20 good and capable students can do it service. Nothing

will be forgiven to the school. As a chain is as strong as its weakest link, so the school will often be judged by its worst students.

I will not believe that there is one amongst you who, at the threshold of his studies, does not mean to do his best. I will promise for all such every encouragement and the most sympathetic support on the part of every teacher and instructor. As I look back over the last 17 years of the history of the Technical School, I can recall with pleasure the names of many who have done well, and who are glad to recognize the service the school has rendered to them. And I now conclude by saying to you, that it is in your power to give an equal pleasure in the years to come to those who are now only too glad to serve you and to help you to enter upon the business of your lives, well equipped in brain and heart and hand to face the inevitable struggle which lies before the coming generation of Englishmen.

## MODERN LANGUAGE TEXT BOOKS—A REPLY.

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**I**N a contributed article on Modern Language Text Books, appearing in the November number of THE EDUCATIONAL MONTHLY, the High School French Grammar and Reader, of which I am joint author along with Professor Squair, is criticized with such animosity and misrepresentation that some reply seems to be called for. This is the more necessary, since the article in question (though itself unsigned) has received the support of editorial commendation, and is hence more likely to mislead.

In the fictitious account which your critic gives of the genesis of the

French book, some objectionable form of collusion is implied, as between the Education Department, the publishers, the Modern Language Association and the authors. To support this imputation, he states that a resolution demanding the change made, "viz., a fixed Grammar and Reader bound together in one book" was passed at the last session of the modern language section of the Ontario Educational Association. After indulging in a discreet amount of innuendo as to the character of the meeting and the motive of the mover of the alleged resolution, he states that the French Grammar and