

grudge to our French fellow subjects, especially of Quebec, all the honors they have won at home or abroad, thus bringing fresh glory to the Canadian name. For the sake of the Canada that is to be, let us work on side by side, with the strictest regard for old promises and present rights, striving to outdo each other only in that which is for the country's good. If we go down before the others, it will be only because we shall deserve to do so, disagreeable though the thought may be.

Because of the great influence which teachers generally may have in promoting peace and good-will, I have ventured to speak of these matters here. Because of the language question involved, I go further, for that is the sphere of the modern language teacher particularly.

XI.—BILINGUAL COMMUNITIES.

In mixed communities such as Ottawa, Montreal, and Quebec, how much it would conduce to a kindly feeling if the population were even approximately bilingual, as is the case in western and northern Switzerland and in south-western Germany! Following the example of the Englishman, our people usually speak one language only, a custom which is not to be commended. If we do not choose to change the custom, let us follow also his worthy example in the matter of the Welsh and Gaelic languages, and, in view of its projected revival in the schools of Ireland, let us not make over-much of the recent refusal to allow Erse to be spoken in the House of Commons at Westminster.

XII.—PRACTICAL TEACHING.

In communities where the two nationalities meet they cannot be

expected to commingle at once any more than do the Ottawa and the St. Lawrence at their confluence, fitting emblems of the two. But in such communities the teaching of French should be made as practical, as possible, while, considering that education ought always to bear some relation to the needs of the nation, that language should be taught more and more throughout the whole country.

Here would come in also the utility of my plea for *Landeskunde*, which would supply what is sometimes lacking in the teaching of history, which has, unfortunately, become too much a *quæsisse* knowledge teachers would have to go to the Province of Quebec, unless some wretched textbook were devised, from which may we be delivered!

During these sojourns in Quebec teachers would learn more of the spoken language. Why the Education Department does not require residence in French and German settlements, I fail to see. If visits to Europe were possible, so much the better. They being impracticable in many cases, it would be well to require of specialists such an addition to their academic training as that just mentioned. The average of good French in the Province of Quebec and of good German, say in the county of Waterloo, is, upon the whole, as high as the average of good English, I take it, in this or any other English-speaking province. However, if it were not what it is, anyone who had been well trained in the languages might go with impunity to either of the districts mentioned, for he would know how to choose the good and leave the bad.