

Every Canadian will sympathise to some extent with the feeling that prompts Canadian officers and militia to volunteer for service in Africa. The impulse to stand by the old land and aid, as far as possible, in maintaining her supremacy, is transmitted from sire to son. Yet it would be a pity to have the old world military spirit transplanted in any way to Canadian soil. The mission of America should be one of peace and goodwill. It would be a rather cheap loyalty to send our soldiers to the help of the Mother Country and leave her to foot the bills. On the other hand we may well hope that the day is far distant when peace-loving Canadians shall be taxed either to support regiments abroad or to maintain a standing army at home. But give the fighting spirit free play and a little encouragement and we may shortly find ourselves doing both.

A very broad farce has been for some time and is now on the political boards in Denmark. King Christian IX. on the one hand and the Folkething or Lower House of Parliament on the other are the actors, and a dead lock in legislation the result. The King persists in keeping in power a Minister and Government who are in a ridiculously small minority in Parliament. The Government propose laws which Parliament contemptuously rejects and the Parliament passes laws which are promptly vetoed by the King. King Christian himself seems to be a would-be autocrat without much brain, but with much foreign influence which helps to bolster him on the throne. He is father-in-law of the Prince of Wales and the Czar of Russia, and father of the King of Greece. All the same it is but a question of time when he will have to submit to the settled determination of the people to make their own laws, or give place to one who will, or to revolution, perhaps anarchy. The quarrel at bottom seems to be between the peasants and the landholding aristocracy.

The Bill for the extension of the franchise introduced into the Ontario Legislature by the Government is one of these few measures in regard to which both parties in the House will, it may be presumed, be in substantial accord. Certainly, whatever may be their private convictions not many popular representatives will care to have their votes recorded against such a measure. It is one of those steps too, which, under a system of popular government, are only questions of time. Sooner or later they are inevitable. Once admit the principle, which few in democratic Canada will dispute, that self-government is the highest form of government, and the only one worthy of an intelligent people, and all the rest follows as a matter of course. "Government of the people, by the people, for the people," once conceded, there is no logical stopping-place short of manhood suffrage. It may not in a given case, be wise to adopt that at once, but it is sure to come in course. Much, but by no means all, or the most important part of legislation has to do with property, and when the question, which is the real question, is fairly put, should the money or the man be represented? few men, Liberal or Conservative, will long hesitate about the answer. Mr. Mowat's bill does not reach manhood or citizen suffrage but it is a long stride in that direction, and its adoption will mark an era in the history of Canada.

## The School.

We are pleased to note in our exchanges frequent reports of public entertainments given by literary societies in connection with High Schools and Collegiate Institutes. This is as it should be. A well managed literary society in connection with a school performs a double service. The careful preparation of its exercises affords a most valuable supplement to the educational work of the school, and the interest of the community in its work and progress is greatly stimulated by the literary entertainments. Some of these institutions, as, for instance, the Cobourg Collegiate Institute, are, we are glad to see, enlisting the best local talent for courses of lectures on interesting and important topics. The example is worthy of all imitation.

The project of University union is still undergoing discussion in Nova Scotia. Some preliminary steps have been taken, amongst others, the appointment of a committee to formulate a scheme. We fear, however, the prospects of success are not very bright, especially if centralization is made a feature of the scheme. Strong influence would be needed to uproot King's from Windsor, and Acadia from Wolfville, and transplant them into the new soil of Halifax, while the idea of Dalhousie and Acadia going to Windsor, or Dalhousie and Windsor to Wolfville, would be still wilder. It seems, however, as if some scheme of affiliation might be agreed upon which would be of mutual advantage, help to elevate the standard, and give to all concerned the strength and advantages of unity in diversity.

How many of the Public School teachers make any use of the newspaper in the school room? Its educational value to the reading public is universally admitted, but it is not always perceived that judiciously used, it might be made equally valuable in the public school. Under the heading "The World" it has been our aim to aid the teacher by presenting a weekly *resume* of leading events. These notes are necessarily too brief to make the matters treated of clear to the school boy or girl, but the teacher will find that by using some such topics as a basis for a weekly exercise, having them read say before the school, and the children encouraged to ask explanations, the interest of the pupils in what is going on in the actual world may be awakened, their intelligence quickened, their knowledge of geography and history made practical and their thinking powers stimulated. And all this is true education.

Our printed courses of study, often so detailed and exiguous as to destroy all the teacher's freedom and initiation, and our examination papers and exhibitions, which too often more than make up for lack of thoroughness by the number of studies begun, show off the children so well that we forget that many of our schools are, as has been said, working out here the problem that China has solved so well, viz., how to instruct and not develop."

So says Prof. G. Stanley Hill in the *North American Review*, of the American schools. Every true educator will agree that the danger is by no means an imaginary one. But if a competent observer draws such conclusions in regard to the schools of the United States, what would he say of those of Canada,