

clear, logical thinking and, on the other, to the fact that the language itself was fashioned by the thinkers to make their thoughts clear to the ordinary man.

Having regard, then, to the mutual relations of such importance which exist between modern languages and the other departments of study, we ought to set our faces resolutely against everything that looks like undue depreciation of any given subject of study, whether it is the broad abstract question that is being discussed, or simply one of timetable, or the course a pupil is to take. In regard to the last-mentioned, I am afraid that predilections of principals or masters often have more to do with the decision than the pupil's own tastes and aptitudes.

#### IX.—INTERNATIONAL CONSIDERATION.

Bearing in mind that, generally speaking, we are, to a certain extent, the interpreters of the thoughts and ideals of nation to nation, we ought to remember in times of quiet as well as of crisis, that other nations besides the British have their appointed work to do, that our ways are not their ways, and that ours are not of necessity better than theirs. To cultivate respect for individuals while we hold views different from theirs, is counted a praiseworthy thing. Why the same rule should not apply to nations, I fail to see. Moreover, there are many things we might well learn from France and Germany, to mention only every-day things such as respect, courtesy, thrift, and finding happiness in the simple pleasures. This mental attitude, then, is another

of those things which I hold that the pupil has a right to expect from his High School course in French and German.

#### X.—NATIONAL CONCERNS.

Following out this same train of thought, and applying it nearer home, let me say that, in building up our Canadian nation, we who teach French have an important part to play. I shall not say German this time, for the same considerations do not apply to it with the same force as to French.

In the main we have in the nation the two constituent parts, French and Anglo-Saxon (or Anglo-Celtic, as some say) descended, to a certain extent, from a common stock, whether we go back to the Northland from which both sprang, or only to the eleventh century when the one which now calls itself in its pride the dominant race was then the vanquished. It took three hundred years to weld the English and the Normans into one nation. Shall we grumble when we have done so much in a hundred and fifty?

We who are of Scotch or Irish extraction have no right to countenance in any way either aggressive talk or aggressive action when the rights of the French Canadians, guaranteed to them by solemn pledges, are attacked. We should remember how the respective Acts of Union are viewed, even at this late date, in Edinburgh and Dublin. As our kinsfolk in the old homeland have set themselves by intellect and valour to make the term "dominant partner" a misnomer, and have largely succeeded, as witness Mr. Balfour and Lord Rosebery, together with Lords Wolesey and Roberts, let us on this side of the Atlantic not