

"Increased facilities of intercourse, the multiplicity of enduring domestic ties which have been created by, and are maintained between, thousands and thousands of families at home, and their emigrant relations abroad; the proximity between England and her most distant settlement, effected by constantly improving means of transit, have unified and compacted the colonial system, and, as a consequence, instead of concentrating his attention upon his home-farm alone, John Bull is learning every day to appreciate more keenly the splendor and importance of his Imperial estates. I have always believed in our colonial future; and my official experience has confirmed my conviction that if England would only be true to herself, and to those she has sent forth to establish the language, the law, the liberties, the manfulness, the domestic peace of Britain over the world's surface; if she will but countenance and encourage them in maintaining their birthright as her sons; if she will

only treat them in an affectionate and sympathetic spirit; this famous Empire of ours, which is constantly asserting itself with accumulating vigor, in either hemisphere, and in every cline, will find the associated realms which compose it, daily growing more disposed to recognize their unity, to take a pride in their common origin and antecedents, to draw more closely together the bonds which bind them to each other and to the Mother country, to oppose in calamity and danger a still more solid front to every foe, and to preserve sacred and intact in every quarter of the Globe, with an ever deepening conviction of their superiority, the principles of that well-balanced monarchical constitution which the past experience and the current experiments of mankind prove to be the best fitted to secure well-ordered personal liberty and true parliamentary government."

Extracts from *Britain Over the Sea*, compiled and edited by Elizabeth Lee. pp. 24-25 and 45-46 of Introduction.

PRESENT TENDENCIES IN SECONDARY EDUCATION.

Prof. Elmer Ellsworth Brown.

We have been considering thus far the secondary school in the light of the doctrine that the school is life. It has necessarily been a hasty view. Some of the most significant and far-reaching consequences of that doctrine have not been touched. But we hasten on to another view, which has been foreshadowed and is not altogether another. Our adolescent student

is continually reaching out after larger conceptions of duty and opportunity. With him, one wave of subjective egoism is succeeded by a wave of devotion to larger human interests. He may be as much an egoist as ever when he contemplates the glory of self-sacrifice for the good of one's fellow-men, but his egoism is then finding its own corrective. In like