

this on the second day. I often began in a new class by pointing to the Director of Education and saying as if I really meant it, "I do not think that gentleman is of any use in the schools. How many of you do not agree with me?" No other suggestions I made brought every pupil to his or her feet so quickly, and it was very delightful to get their earnestly expressed reasons to prove that I was wrong. When I told them I had been pretending and that I fully agreed with them, their stern faces relaxed into smiles, and I congratulated them on their courage in defending their own opinions. They understood perfectly what I said to them. I told them stories, humorous, pathetic, inspiring. They caught the meaning and spirit of the story in every case, and their faces responded more quickly to their emotion than the faces of English children do.

The children of the higher classes of the French Separate Schools in Ottawa, read, speak and write the English language well, and they thoroughly understand English when it is spoken to them. Only one pupil was unable to pass the test in English, and he had come recently from an orphanage in the province of Quebec.

The Separate School Board of Ottawa even without the Government grants has been and is doing a wonderful work so far as book education is concerned, but no modern thinker regards book learning as all the education a child should get. Every child should be developed partly, and many of them largely, by constructive hand work in which he achieves his own plans and designs in order that he may attain his best and most productive intellectual power. The development of the achieving power of a child's mind greatly increases the value of all other departments of educational training, by increasing his own happiness and by qualifying him for higher service for his fellowmen. For the lack of the Government grants for ten years the Separate School Board of Ottawa has not been able to provide for this important Educational work.

The Separate School children of Ottawa are compelled to attend schools, many of which are badly lighted, have imperfect heating and ventilation, and very defective sanitary conveniences. Some of the classes are in small rooms above stores, and in one at least that I saw many of the children's lives would probably be lost in case of fire. The schools are without suitable playgrounds, and about two thousand children can get no school accommodation at all.

With a view of testing the practical result of the teaching of English in business life I visited Mr. Freeman's store, the largest departmental store in Ottawa. Mr. Freeman is not a Roman Catholic. I asked if the pupils from the French Separate Schools were able to talk English satisfactorily to customers whose language is English. The answer was, "most satisfactorily". I went slowly past the counters, and asked permission to listen when customers were speaking English, and I found the French clerks conversing freely in excellent English, quite as good as English-speaking clerks in the cities of Ontario, where English is spoken by all the people. I also saw the manager of the