

joice to think of the greatly improved state of our relations with them. But to whom is that improved state attributable? And how should we wish ourselves to be situated if our relations were different? Now, are we prepared to lay down the principle that we are to fall back upon the strength of the Empire when we have need of it, but that we are not to render aid to the Empire when it seems to be required? We fancy not. But there is one thing still more serious that we must deliberately lay to the charge of a member of the present Government, Mr. Israel Tarte, and that is the evident purpose of arousing an unfriendly feeling towards the Empire and British supremacy among the French people of the Dominion. To this Mr. Tarte has received no provocation whatsoever. No English speaking politician or private citizen (that we are aware of) has hinted anything of a hostile or unfriendly character towards the inhabitants of Lower Canada, or of their kindred in any part of the Dominion. We believe that the vast mass of English speaking Canadians would resent any such attempt on the part of any of their own people. Yet Mr. Tarte goes to France and poses as a Frenchman and declares that if his position in a British colony interfered with this, he would be, as he is, first of all, a Frenchman, and so forth. And he comes back and talks in the same fashion here. Now, Mr. Tarte may be a Frenchman whenever he likes. He may go and live in France, or he may throw off his allegiance to the British Crown. But at this present moment, he is a British citizen, a British subject, and a British Minister; and he ought to behave, as such, in a decent manner. And we believe that he will be taught this before long. Sir W. Laurier will find him

a burden too heavy for him to bear—or if not, they will sink together. —*Canadian Churchman*, Oct. 26th, 1899.

About fifty members of the George Howland club occupied the tables at its October meeting to consider the topic "The promotion of pupils from the eighth to the ninth grade."

The discussion was opened by Dr. Nightingale, Superintendent of High Schools, whose points we give in brief:

In the first place we are trying to teach the masses in over burdened classes to the detriment, discouragement, and I fear in many cases, destruction of the individual. It took more than 10 years to reduce the number of desks in a room from 72 or 63 to 48, and no sooner was it done than the cry of "lack of funds and accommodations" sent them quickly back to 54 and 63, instead of bringing them down to 25, which should be a maximum. It is out of nature, it transgresses the limit of human endeavor to expect a teacher of the type which must be employed, to instruct under the egis of any sort of scientific pedagogy so large a number without leaving behind many an intellectual and physical wreck in the process. The classification by grades in our Public Schools, Elementary and High, is based on the fatal theory that 50 pupils of about the same age are capable of about the same advancement in all the subjects of our congested programme of work.

I am an advocate of the assembly room plan of school building and of specialized work on the part of teachers. In every assembly room of 150 pupils, more or less, there should be a teacher; I mean a teacher, not an instructor, a taskmaster, a tyrant, but a teacher who should know when her pupils should be at school and when at home,