

lands with better climates and kinder soils, filters down through all classes, the better for the whole kingdom and for each individual in it.

Again, the British Empire contains within itself examples of every kind of climate—from the Poles to the Equator; of every kind of production, and of people in every stage of civilization; and these examples can be constantly referred to in the touching of other countries. Again, the speed of travelling is developing so rapidly (America within five days of us and Cape Colony within eleven) that the globe and its continents are contracting every day, and with this, the tendency towards emigration is constantly increasing.

If young people study the constitution and condition of the British Empire while at school, they will learn to feel at home wherever they may afterwards find themselves. There are openings for the young and brave to assist in the building up of a healthy public life in all of our colonies; and, as Professor Seeley says: "there is no reason why the names of New Zealand or Victoria should not one day sound as impressively in the ears of men as the names of England or France, Italy, or Greece." Once more, Great Britain is, by right divine and by labour done,

the guardian of the water-ways of the world; and this fact gives us access to every coast on the face of the globe. The sea is a highway which never wants mending; it is the cheapest and handiest of all highways; and it is kept open to all traders by the ever-vigilant power of Great Britain. Along this highway the Englishman can go wherever he pleases; and the openings, both public and private, for young Englishmen, are beyond all estimate. "The British Empire," says Professor Seeley, once more, "is for the most part very thinly peopled, and very imperfectly developed, a young country, with millions of acres of virgin soil and mineral wealth as yet but half explored: it has abundant room for all Englishmen, and can find homesteads for them all, for the most part in a congenial climate and out of reach of enemies. England now is a realm nine million square miles in extent—a realm so young and in so early a stage of its development that the greater part of it is not yet peopled; a realm which will yet require much organization, many new institutions, but which has been furnished by nature with an incomparable road-system connecting together the principal countries which compose it, I mean the sea."—*The Educational Times*.

ENGLISH LITERATURE IN SCHOOLS—HOW THE TEACHER AND THE EXAMINER SHOULD DEAL WITH IT.

IT is just ten years since I had the honour of addressing the members of this College on the subject of English literature as a part of school education; so I hope you will not think that I am pressing the matter unduly upon you in bringing it forward again to night. In these ten years many things have changed; and amongst

other changes may be reckoned a marked one in the attitude of teachers with regard to much of their work. There is less of that airy amateurishness which used to be so discouraging and so exasperating, and more of professional spirit and sense of responsibility. Teachers—not many, perhaps, yet, but still some—have come