

marine and the flash in the water that means a rending torpedo is on its way to work death and destruction among the splendid sailors who guard our shores. He has seen these men in danger and he knows their needs and their trials.

He has been on nearly all the great battlefields of Flanders and he can tell wonderful stories of the soldiers who are pushing their way through the terrible German lines with a steadfast purpose and a bravery that has never been equalled in the world before.

With all this knowledge in his mind and heart, and with a wonderful power of eloquence, Colonel Williams spoke before an audience in this little Ontario town. As he left the building he felt a tug at his coat, and turning saw a little boy standing beside him, holding out in a tightly clenched fist forty-six cents. "Please, Colonel Williams, I would like to give this to the British Navy." "Why, my boy, can you spare it; what were you going to do with it?" said the Colonel. "Well, sir, I was going to save up to buy a pair of skates, but I think I can go without the skates if it will help our sailors." Greatly touched the Colonel accepted the gift. Shortly afterwards he wrote a personal letter to Sir David Beatty, the admiral of the fleet, describing this little inci-

dent and enclosing the forty-six cents. When the letter reached the great sailor he assembled all the men of his ship together on the quarter deck and he read them that letter, and among those hardy men accustomed to face danger from the air and the sea every day of their lives, there was hardly a dry eye.

When the little boy had almost forgotten about his gift, a letter and a package arrived for him one day, and there was a pair of silver-mounted skates inscribed on the blades, "A gift from Admiral Beatty." You may well imagine that there is now no happier boy in the Province of Ontario than the proud possessor of those wonderful skates, and there is no doubt that there is not enough money in all Canada to buy that generous gift from its owner.

That little boy who gave because his heart was touched has helped to make history. It is such deeds as this at home that make it possible for our men to go into the perils of the Army and Navy, face discomfort and hardship, terror and death. It is boys like this who grow into the men who make possible such a wonderful inscription as that on a monument erected to the memory of a thousand brave Canadians who fell at one great battle in Flanders, "Pause, all ye who pass by— And tell Canada, we lie here—content."

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"To sum up in a sentence or two:—What I have chiefly desired to impress upon you is that the primary, even more than the secondary school, must be sacred to the humanistic in education; and, further, that realistic subjects should be so practically taught as to relate them to the uses of life, and in this way contribute to humanistic education. If these two ideas are given effect to, you accomplish two things. You give the so much desiderated practical foundation for subsequent technical and commercial instruction, while at the same time you prepare the ground for the culture of life which must, if it exist at all, be for the great mass of those who are likely to seek it—literary, historical, aesthetic, ethical; rarely scientific, and then only in a very popular sense."—Addresses on Educational Subjects, Laurie.