

and another in English. They learn the proper accent and intonation much better than their seniors

The French Canadian children are very desirous of learning English, and at the end of two or three years learn to speak and write it very well.

Good English teachers understanding French are pretty sure of employment, though I cannot say that salaries are attractive. I have been speaking of the city of Montreal, outside of which things are not so fair, Johnny Canuck not having a good reputation in regard to paying salaries.

Many efforts are made here to improve the knowledge of arithmetic, and I suppose with a certain amount of success, as *labor omnia vincit*, yet I heard of a school a short time ago in which the masters and a principal with \$1,200 per annum gravely teach the children to multiply 2s. 6d. by 2s. 6. With others the decimal point is a thing of mystery; they will put it down, and a dividing line and the words \$ and cts. in an extraordinary way. Thus you will see .05 cts. treated as five cents; and a principal will write ||\$10 | .75 cts. for \$10.75, and do it month after month in blissful content.

Many find great trouble and mystery in that poor little adjective "the." Sometimes it is t-h-e, thu; other times it is t-h-e, thee; and they invent rules for its use before such words as ocean and sea.

Thus an Englishman might well prepare before coming here, because, if in the teaching line, he is sure to be bombarded with questions on the pronunciation of "the" and the use of "shall," and some fellow who has learned English in Quebec will take the opportunity of showing off on "shall and will."

Last Saturday Mr. Robertson,

Dominion Commissioner of Agriculture, having advertised that he was going to lecture on Lloyd, drew quite a respectable audience of teachers—women and men, to the Normal School.

I was much surprised that Mr. Robertson spoke for more than an hour, giving a kind of advice to teachers. He is a clever man, and speaks cogently for a commissioner of agriculture in the things he understands, but I do not think he is versed in history or in general literature sufficiently to be a safe adviser for teachers. He would do well, I should say, for a board of trade or others whose single aim is to make money. For teachers who have to deal largely with hearts it was to me inappropriate. There was too much appeal to worldly prosperity, to the United States with their 75 millions of people and their billions of dollars.

The United States have immense resources but to what do they owe them? Ages ago the coal and iron, the gold and the silver, were stored up there by an Almighty hand. The United States have entered into a goodly land of corn and wine and oil and gold and silver; but their astuteness did not make those things; they have entered into possession; it is to be hoped they will make a noble use of them. Canada, too, has its corn and wine, its gold and silver, its forests, its lakes and rivers. What then? Canada is feeble now. Shall we fall down and worship the golden image? I hope not. I think Canada will be a nurse of heroes, and while our climate is severer than that of the United States, it will serve to brace up our people into a sturdier frame; and with industry, honesty and purity we shall attain an honorable place in the British Empire, even if