

—Andrew Carnegie, that star-spangled Scotsman, as he has been called, is a true friend to education. Of course, his enthusiasm in favour of education in general, is in no way equal to his enthusiasm for the schools of the United States. Of the latter he speaks in the following strain:—"America is the only country which spends more money upon education than on war or the preparation for war. Great Britain does not spend one-third as much, France not one-ninth, or Russia one-twenty-ninth on education as on the army. The free common school system of the land is probably, after all, the greatest single power in the edifying process which is producing the new American race. Through the crucible of a good common English education, furnished free by the State, pass the various elements—children of Irishmen, Germans, Italians, Swedes, side by side with the native American, all to be fused into one, in language, in thought, in feeling, and in patriotism. The Irish boy loses his brogue and the German child learns English. The sympathies suited to the feudal systems of Europe, which they inherit from their fathers, pass off as dross, leaving behind the pure gold of a noble political creed: 'All men are created free and equal.'" Within the term America it must not be supposed that Mr. Carnegie includes Canada. Canada is only a colony, as he has said, and no great or excellent thing can ever come out of a colony. Yet, it seems to us that the schools of Canada have done almost as much for the emigrant as the schools of the United States, and might have been included in the eulogium. There is one thing, however, which our schools have not yet done, nor perhaps, are ever likely to be able to do,—they cannot drive the brogue from the Irish boy, nor the accent from the Scot, nor yet so far have they forced the Frenchman or German to sink his mother-tongue altogether in the more universal English. This, however, may not be traced to any serious defect in the organization of Canadian schools or school-systems, since even Bishop Strachan is said to have confessed on one occasion that it had taken him "all but eight years to get quit of his accent." There is, however, a defect in our school curricula, not perhaps so much in that of Quebec, as in the other provinces,—sufficient attention is not given to the study of colloquial French. In many of the Protestant schools of Quebec, the French is taught through the medium of the French. The teachers address