

distinguished from a shallow and hysterical knowledge of the mother-tongue. Cannot the examiner question our pupils so as to learn whether they have mastered grammar for its most useful purposes?

(a) As a scientific training in observing, defining, and generalizing.

(b) As a proof of popular knowledge of language as an institution of life.

(c) As a technical preparation for studying other languages.

(d) As a means of criticizing sentence structure.

Like "the old gentleman who sits opposite" I must now say: This is common-sense, such as all our great writers were educated upon, and of course I await the retort should any courteous autocrat honour me.

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### PRINCIPAL GRANT'S ADDRESS BEFORE THE N. E. A.

"INFLUENCE OF THE PUBLIC SCHOOL NATIONALLY AND INTERNATIONALLY."

THE public school is not an institution of American origin, as is sometimes claimed, but it is a basal necessity of government by the public. That form of government is becoming universal in Christendom. There are, indeed, checks on the direct action of the people, and these checks are even more deeply embedded in the constitution of the United States than in that of Great Britain. The difficulty of making a constitutional amendment is far greater in the United States than in a country governed by Parliament and without a written constitution. But, in an old country like Great Britain, where conservative forces are interwoven into the warp and woof of every class, indirect checks supply the place of the impediments that the constitution of the United States interposes in the way of hasty popular action. In Canada, however, democracy is not only omnipotent, but it may act with almost lightning rapidity. Parliament represents a people instinct with the energy of the new world, without aristocracy, established church, or moneyed or leisure class, and Parliament can set up or pull down by its vote any institution that is not specially exempted from its jurisdiction.

In Britain Parliament is omnipotent and its jurisdiction is unlimited. It can do anything that is competent to human authority. In Canada Parliament is supreme, but its province is defined by a written constitution that gives exclusive powers to local legislatures. While, then, in all countries where government is by and for the people, the public school is a necessity on political grounds, it is a more pressing political necessity in Canada than even in the United States or Britain. In considering the influence of the school on the nation, I would define the ideal education which the State should seek to reach as the full development of the faculties and the character essential to modern citizenship. The influence of the school nationally must be estimated by its success in these respects. If the school encourages the best physical development, if it not only teaches to read but inspires the average pupil with a love for reading, if it interests him in the history of his nation, feeds his imagination with suitable food, draws out his powers of observation, stores his memory with a few classic pieces that shall be to him permanent models, and above all roots in him habits of order, accuracy, courtesy,