

Contemporary Thought.

It is often remarked that in our schools the time is fully occupied. How, then, can the study of music be added? Teachers universally testify that fifteen or twenty minutes daily given to singing the music lesson is not so much time lost, because the pupils will do more and better work from the life and enthusiasm awakened in them by the singing.—*American Art Journal*.

It would be a strange thing if the University, which by special permission, bears Her Majesty's title, did not seek to share in such a movement and to erect a monument more lasting than brass. We have a definite suggestion to make. Let us unite heart and soul to raise the quarter of a million dollars that are needed to equip Queen's fully, and let the fund—the greatest effort the friends of Queen's have ever put forth—be known as "the Queen's Jubilee Fund."—*Queen's College Journal*.

ADVICES from British Columbia state that official notification has just been received by the Provincial Government of that Province from the British Government to the effect that the Chinese must be allowed to enjoy the same unrestricted liberties as other people in the Province, and must not be interfered with. Unless these wishes are carried out a threat is made that the Imperial Government will not grant a mail subsidy to the Canadian Pacific Railway. The communication further states that it is the desire of Lord Salisbury to keep on the best possible terms with China, as in event of war with Russia it would be of the highest importance not to disturb the friendly feeling now existing between China and Great Britain. The same intimation was given to the Dominion Government at the time they put the Chinese Immigration Bill through Parliament.

THERE is a small island at the entrance of the Panama Canal which, it is said, will command that canal if it is ever finished. This island belongs to the territory of no country, but several are quarrelling over it. England claims it on the ground that the island is the property of a British citizen, and so far the island is said to be under her protection at least. Possession is nine points of international law as well as of other law, and she is likely to hold it. The French, who are very irritable at present, claim the island on the ground that it dominates what is really a French enterprise. The United States is keeping an eye on the island as a means of protecting her interests, which she claims are paramount in the canal. The Republic of Hayti has probably the best founded territorial claim to it, and wants it in order to sell it out to the highest bidder.—*Ex.*

A COMPARISON of the United States with Europe shows that the extent of territory of both regions is as nearly as may be alike. The area of Europe is 3,761,657 square miles; that of the United States, including Alaska, is 3,501,404 square miles. Take from each the uninhabitable portions, and there remain about 3,000,000 of square miles in each country. The population of Europe is 334,000,000, while that of the United States is less than 60,000,000. So that the 3,000,000 of square miles in Europe supports more than five times as many human beings as does the

same area in the United States. There are in Europe, leaving out Russia, 160 inhabitants to the square mile; in the United States there are only twenty. Europe is divided into nineteen different independent states, and trade between these states is under many and grievous restrictions. As all the world knows, the European states are jealous of each other, they distrust each other, and they are afraid of each other. This state of unfriendliness causes them to keep up immense and most expensive standing armies, amounting in the aggregate to over four millions of men, with a reserve liable to be called out at any moment of ten millions more. The taxes required to maintain and arm this immense body of men are a great burden on the productive industry of Europe. From this burden the citizens of the United States are almost entirely free. Their standing army amounts to 25,000 men all told.—*Edward Atkinson, in the Century*.

It is often affirmed, and it is true, that competition tends to disperse society over a wide range of unequal conditions. Competition develops all powers that exist according to their measure and degree. The more intense competition is, the more thoroughly are all the forces developed. If, then, there is liberty, the results can not be equal; they must correspond to the forces. Liberty of development and equality of result are therefore diametrically opposed to each other. If a group of men start on equal conditions, and compete in a common enterprise, the results which they attain must differ according to inherited powers, early advantages of training, personal courage, energy, enterprise, perseverance, good sense, etc., etc. Since these things differ through a wide range, and since their combinations may vary through a wide range, it is possible that the results may vary through a wide scale of degrees. Moreover, the more intense the competition, the greater are the prizes of success and the heavier are the penalties of failure. This is illustrated in the competition of a large city as compared with that of a small one. Competition can no more be done away with than gravitation. Its incidence can be changed. We can adopt as a social policy, "Woe to the successful!" We can take the prizes away from the successful and give them to the unsuccessful. It seems clear that there would soon be no prizes at all, but that inference is not universally accepted. In any event, it is plain that we have not got rid of competition—*i. e.*, of the struggle for existence and the competition of life. We have only decided that, if we cannot all have equally, we will all have nothing. Competition does not guarantee results corresponding with merit, because hereditary conditions and good and bad fortune are always intermingled with merit, but competition secures to merit all the chances it can enjoy under circumstances for which none of one's fellow-men are to blame.—*W. G. Sumner, in Popular Science Monthly*.

THE occupation of Burmah by the British has been no child's play. The ease with which the passage up the Irrawaddy was made, Mandalay taken possession of, and King Thebaw dethroned and banished caused people at home to conclude that conquest of Burmah would be a rather pleasant picnic for those engaged in it. But they soon found that they made a serious mis-

take. What have been called "Insurrections" soon become numerous and formidable. It was seen that a large and warlike proportion of the Burmese population did not intend to submit to British rule without a struggle. It was soon found necessary largely to increase the army of occupation, and General Roberts found that he had enough to do with an army of thirty thousand men to bring those who resisted his authority into subjection. Though much of the country has been subdued, and many of the insurgent leaders have been convinced that resistance to the invaders is hopeless, the risings have not yet ceased. There is much work for the army yet to do, and it cannot, for some time to come at least, be reduced with safety. No doubt, however, is entertained of its being before very long completely conquered, and of its becoming a peaceful and very valuable addition to the possessions of Great Britain in the East.—*Montreal Star*.

"It is a general complaint among practical men that the education given in schools does not, to any great extent, fit the children for the work they have to do in after life. It is too exclusively literary. The brain is stimulated, often unduly, while no training whatever is given to the hands. And it is by their hands that by far the greater number of the children, when they leave school, must earn their bread. But their education has not fitted them for their employment; on the contrary, it is calculated to give them a distaste for manual labour of every kind. When they go to work therefore they have not only everything to learn, but they must overcome this distaste. It is not fair to the children that they should be forced to begin the race of life handicapped in this way. They should at least have a fair start. Why should there not be a mechanical department in every public school in which boys could be taught the use of tools, and in which whatever mechanical aptitude they possess could be cultivated? A few hours of every week spent in the workshop would not only be invaluable to the greater number of them as a preparation for the business of their lives, but it would be to all an agreeable change, and would not, in the end, retard their progress in their literary studies, for it must be remembered that progress in study is not in proportion to the time spent in poring over books, but in the degree of mental activity brought to bear upon the work. The variety and the pleasing excitement that mechanical employment would afford to the boys would enable them to apply themselves to their books with greater zest, so that really the time spent in the workshop would not be, even in the pedagogue's sense, lost. By making education industrial as well as literary, our workshops, farms and factories would not only be supplied with a class of intelligent and skillful workmen, who love and take a pride in their work, but the true dignity of labour would be maintained. Men who spent their early years in learning some mechanical art, and who were praised and otherwise rewarded for their proficiency in it, would be certain to respect labour, and would not regard those who earned their bread by the skill of their hands and the sweat of their brows as the 'lower classes.' Such a system of education too would greatly lessen that unfortunate class, growing every year more numerous, who cannot dig and who to beg are ashamed." These arguments, taken from an exchange, touch only the superficial aspect of the problem.