

1,000 to debouch at the foot of the bluffs below the falls. This tunnel is being lined with four courses of bricks, the work progressing at the rate of 100,000 bricks per day. Hydraulic problems have been dealt with by leading engineers, both home and foreign, and the electric part of the work has been laid out by the best of experts and practical men. Part of the power is to be used in factories built directly over shafts, and also on land owned by the company, which has a perpetual right to use this power over five miles of river frontage. Railways will connect with the system of factories, the power of one being furnished by an electric locomotive. Thirty acres of land have been reclaimed from the river, and a project formulated of deepening the stream alongside the company's wharves.

The right of making a second tunnel under the falls has been secured by the franchises of property owners. All these phases of a stupendous enterprise simply antedate the founding of a manufacturing city or centre, of which some of the streets are already laid out. On the Canadian side an exclusive right to use land in Victoria park has been secured for one hundred years, by which a branch of the river going around Cedar island can carry sufficient water to utilize 250,000 horse-power, while the tunnel from the bottom of the shaft to the base of the fall will not exceed 800 feet in length. The plans, so far as carried out, have operated at a surprisingly low cost, while the energy and foresight of the directors have insured a steady and continuous progress.—*St. Louis Age of Steel.*

## PUBLIC OPINION.

**PATRIOTISM IN THE SCHOOLS.**—A hotbed of patriotism, indeed, every school should be. In the schools the children should learn of the struggles by which the nation has reached its present freedom and greatness as well as of the evils yet to be conquered. Intelligent love of country is the safeguard of our institutions. Without it the nation must drift into the hands of demagogues and political charlatans and eventually be wrecked. The best anchor against such a calamity is the inculcation of broad and discriminating patriotism by our common schools. Every child is naturally patriotic. He finds inspiration in the flag and music of his native land, and this instinct should be trained and directed by the teachers in the way that will make each boy and girl a citizen worthy of their duties, opportunities and responsibilities.—*Cleveland Leader.*

THERE is a constantly-recurring phenomenon connected with education which at first sight seems very difficult to account for. It is presented in the cases of men who have been privileged to use the best academical aids which their age has produced, who have subsequently risen to positions of influence and fame, and who then have denounced the processes and means of education to which they were subjected in their youth as useless or even harmful. In many of these cases the men complaining have started without the advantages of birth or fortune, and have risen by the force of their own abilities assisted by the educational discipline which they were so fortunate as to secure. How is it that they subsequently attributed their success solely to their own unaided genius triumphing over the impediments of a defective system of education? It may be