

ant; the third was a corollary of the first since national consciousness must slowly emerge in any group of men when the popular will is the sovereign.

These three principles have exercised a profound influence on the thoughts and actions of mankind ever since the Revolution, and because of this influence the French revolution marks a definite stage in the progress of civilization.

Influence of the Revolution on England:

When we turn to the England of Revolution days, we find a strong reform movement already in existence. As early as 1870 we hear of proposals for annual parliaments, manhood suffrage and equal electoral districts. In 1785 Pitt, no friend of reform as later events showed, proposed to extend the franchise to copyholders in the country and householders in the town, and to abolish some rotten boroughs. He failed to secure leave to introduce his bill and his reforming activities ceased.

The news of the break out of the Revolution was received with enthusiasm in England, and gave a tremendous impetus to the cause of reform. In 1790 Burke's "Reflections on the French Revolution" brought about a great revulsion of feeling. The nation fell into a panic, which increased as time went on. The worst offenders were members of the government who, for political and party purposes, deliberately misrepresented the reform movement as revolutionary. Some color was lent to their representations by the activities of the Corresponding Society which included the extreme reformers. Meanwhile, Tom Paine's "Rights of Man" proved an effective counter-blast to Burke's "Reflections." Its enormous sale was a further source of alarm to the panicky government.

In 1793 war broke out, ostensibly because the Schelt had been thrown open to commerce; in reality, it would appear, to crush the ideas let loose by the Revolution. While the war was on, the English popular constitution was suspended. Gullible secret committees of the House of Commons discovered designs to subvert the constitution. The Habeas Corpus Act was suspended from 1794-1801. New

treasons were created. All unlicensed debating clubs were suppressed. In 1794 Priestley, Horn Tooke and other reform leaders were brought to trial for treason, but to the consternation of the government were acquitted by the government. Other leaders arrested in 1799 remained for three years in gaol before coming to trial.

These repressive measures met with a large volume of support throughout the country. To criticize or to suggest a change was as usual in war-time to earn the reputation of disloyalty. Luckily for England and the Whig party, Fox and his few adherents consistently exercised their constitutional right of criticism, and until the advent of Napoleon steadily opposed the war with the Republic.

The end of the war brought no relaxation of stringency. Indeed, as is often the case, repression was more vigorous after the war than while the war was on. Unrest was universal. I need not touch on the causes of this unrest except to note that they were mainly industrial. Secret committees of the House again discovered designs to overthrow the constitution by force. The Habeas Corpus Act was again suspended. In 1819 occurred the Peterloo massacre where a public meeting was ridden down by yeomanry who received the public thanks of the Regent and the execrations of the friends of the Reform movement. There followed the passage of the Six Acts which limited the freedom of the press and the freedom of public meeting.

But the fury of reaction had by this time spent itself. Five years later the reform movement is again under way. In 1824 the Combination Laws which made Trades Unions illegal were repealed. In 1827 the disabilities of the Non-Conformists were removed. In 1829 the Catholics received emancipation and the reform movement was travelling along in smooth waters.

These measures and the later and more generous acts which mark the growth of democracy in the last century are on the whole simply the application of the underlying principles of the French Revolution—instances of the "moral magic of French principles."

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INDUSTRIAL ARTS IN THE HIGH SCHOOL

In considering the progress of the last hundred years one is struck with the fact that progress is usually slow and that it is always sure. Also, that once an advance finds general acceptance, its development is rapid. These advances are brought about, not through any universal demand for the condition, article or service, but through the vision of some foresighted person who has the necessary patience and perseverance to educate a sufficient number of people to believe in the benefits to be derived from the adoption of the idea. Once this is accomplished development is rapid.

Take as an example the railroad. Its champions had a hard fight to establish its use. People did not believe it practicable. They looked upon it as the nightmare of a dreamer, and stoutly maintained that the estimated speed of thirty miles an hour would stop the circulation of the blood. Yet once the people were educated up to its possibilities, its progress was rapid, and it has become a dominating unit in our social system—in fact some economists maintain that one of the reasons for the present high prices is the lack of means of transporting products from districts