

which they ought to have and only seven per cent. of the pupils of the Grammar Schools ever reached the High School. In conversation with an intelligent and patriotic citizen of Syracuse, one who knows Canada well, on the question of school support by the taxpayer, he had no objection to supporting their schools through the Grammar grade, but no further. "My taxes are quite an item in my annual expenditure, and, what is most discouraging, they are increasing year by year. And," he added, with much emphasis, "Canada is the finest country in the world."

In the sphere of Influence of the High Schools, the officers of the State Superintendent and those of the Regents' Board of the State University meet. The State Superintendent thinks it is necessary for him to know how those reading for certificates as teachers in the Public Schools are prepared in their Academic Courses, and the Board of Regents keeps a watchful eye over the preparation of students for the University Course. Evidently many of the principals feel that they are visited over-much by their friends. In reply to a question, a member remarked, Yes, there is, and has been for some time, slight friction here, and we all have been trying to find a solution for the removal of the difficulty for some years. We have not found it yet, but we will by keeping at it long enough. The editor of THE CANADA EDUCATIONAL MONTHLY salutes the academic principals of the State of New York. It was pleasant and profitable, chiefly profitable, for him to be at their annual Christmas gathering.

The contemplation of the new college to be opened at Khartoum and the primary object of its being established brings us face to face with the dual-language difficulties that have beset so many of Britain's colonies,

our own Canada as much as any, through the lack of foresight on the part of her treaty-makers. When we consider how the true patriotism has its foundation lines in the language and literature of the country wherein it is being fostered, and the true loyalty as well, we cannot but see the statesmanship in Lord Kitchener's educational project, just as we cannot but see that the Cubans themselves will eventually thank the United States for decreeing that their island-colony shall have but one official language. It would be silly for any one in Canada—at least the politicians say so—to urge a supremacy of the English tongue in all our provinces; but it is surely worse than silly for any educationist or any educational institution in Canada to make more of the teaching of French and German than of English, or to give to any modern language undue prominence in a course of study prepared for the English schools. That such is being done in certain quarters goes without saying; and it is a marvel that English-speaking fathers and mothers will continue to sympathize with the movement in favor of giving their babies lessons in French or German rather than in their mother tongue. There is a question here for the practical teacher as well as for the educationist to discuss, and as such we leave it for the present.

The insufficiency of the Sunday School as a means to an end does not prove the inefficiency of the Common School as a means to the same end—namely the moral education of the pupil. The religious training of a child is so nearly identical with his moral training that few educationists care to distinguish the one process from the other. The moralist and the *religieuse* have had a long-standing quarrel, but we must have none of their quarrels on the school-room floor.