

ating, and saving our national peace and quiet from imported turbulence and disorder. I cannot believe that we should be protected against these evils by limiting immigration to those who can read and write, in any language, twenty-five words of our constitution. In my opinion it is infinitely more safe to admit a hundred thousand immigrants who, though unable to read and write, seek among us only a home and an opportunity to work, than to admit one of those unruly agitators and enemies of governmental control who not only read and write, but delight in arousing by inflammatory speech the illiterate and peacefully inclined to discontent and tumult. Violence and disorder do not originate with illiterate labourers. They are rather the victims of the educated agitator. The ability to read and write, as required in this bill, of itself affords, in my opinion, a misleading test of contented industry, and supplies unsatisfactory evidence of desirable citizenship or of a proper appreciation of the benefits of our institutions. If any particular element of our illiterate immigration is to be feared for other causes than illiteracy, these causes should be dealt with directly, instead of making illiteracy the pretext for exclusion, to the detriment of other illiterate immigrants against whom the real cause of complaint cannot be alleged." As an exchange remarks, Mr. Cleveland is evidently of the opinion that moral character is worth more than mere ability to read, write and cipher.

—THE theory of education rests on two pillars. One is the study of ideals of civilization and the demands of the institutions in which the future man or woman is to live his or her life; the other is the study of the child in order to discover in him what rudimentary tendencies there are, favourable or unfavourable to culture, and to ascertain the best methods of encouraging the right tendencies and suppressing the wrong ones. It naturally happens that some of the most enthusiastic investigators would persuade themselves that child study is all that is necessary to furnish full data for the founding of a complete theory of education. Such persons borrow from other investigators—or oftener from the current practice about them—their opinions regarding the branches of study, their co-ordination or subordination, and they borrow, moreover, from the teachers who have taught the traditional branches in school for the most part the methods which have been dis-