THE DIAMOND JUBILEE OF THE CONFEDERATION OF CANADA

BY NORMAN R. COLE (UNCLE DICK).

Happily, in 1866, the clouds that had overshadowed the political horizon began to clear, and at the end of the year the delegates from Upper and Lower Canada, New Brunswick, and Nova Scotia, met in London, England, on December 4, 1866, and held numerous conferences, finally drafting the revised Quebec Resolutions into a Bill. It is only right and fair to say here, that, during these very important days, the British Government took the keenest interest in the deliberations, and rendered every possible help to the delegates; at the same time refraining from interfering in the least with the freedom and rights of the delegates to shape the destiny of their own country.

At last, after years of toil and discussion, the final draft was made ready, signed, sealed, and delivered to the British House of Commons, where, on March the 29th, 1867, the Imperial Parliament passed the British North America Act. On July the 1st, 1867, it came into force, and on that date the four provinces of Upper Canada, Lower Canada, Nova Scotia and New Brunswick became, by Royal Proclamation, THE DOMINION OF CANADA, with Ottawa as the Capital, and Confederation an accomplished fact!

Such a huge undertaking as Confederation could hardly be accomplished without some little misunderstandings and unforeseen difficulties. The transfer of the Hudson's Bay Company's territories to the new Dominion, in 1868, indirectly led to the North-West Rebellion of 1870; but on July 15, of the same year, the transfer became effective, and Manitoba, the 5th province to enter, was admitted to Confederation's family.

Owing to the dissatisfaction which the people of Nova Scotia at first felt for the terms of Confederation, some of her leading statesmen sought to repeal her inclusion in the Union, but eventually better counsels prevailed. On July the 1st, 1873, Prince Edward Island, the smallest of the Colonies of British North America, expressed willingness to join the growing family of the Dominion, and amid great rejoicings "The Garden of the Gulf" was added to the rest of Canada. It is very interesting to note here that only a few months ago, most of the difficulties and disappointments under which the Maritime Provinces have been laboring for years, were finally settled by the awards of the Federal Government, acting on the findings and recommendations of the Duncan Royal Commission.

On July the 20th, 1871, the far-away Pacific Colony of British Columbia agreed to enter Confederation, upon the Federal Government at Ottawa undertaking to link up that province to the Eastern parts of the Dominion by some means of transportation. At first only a wagon-road was contemplated, but this was changed to a railroad, much to the satisfaction of the Pacific Coast people, and eventually the great Canadian Pacific Railway was organized, and, after many unavoidable and unforseen delays, the 3,000-mile iron road was completed, and on June 28, 1886, the first through train from Montreal to Vancouver linked Eastern and Western Canada together.

When, in 1870, the Province of Manitoba was created, the remainder of the vast prairie lands that had been acquired by the Dominion from the Hudson's Bay Company were formed into the North-West Territories; and in 1882 the provisional districts of Assiniboia, Saskatchewan, Alberta, and Athabaska were established. In 1897, a certain measure of responsible self-government was granted to these districts, and in 1905 the Dominion Government created out of these four districts the two Provinces of Alberta and Saskatchewan. These two new provinces officially took their places with the seven older provinces on September the 1st, 1905, thus making a continuous Dominion from the Atlantic to the Pacific!

In 1912, a still further extension of boundaries for Manitoba, Ontario, and Quebec was agreed on, in order that they might conform more closely to the territories of Alberta and Saskatchewan. Canadian Territory North of the 60th parallel has, for administrative purposes, been formed into the Territories of Yukon, Mackenzie, Keewatin, and Franklin, the latter district extending into and including the Islands of the Arctic Ocean. This is the Canada of the present day, extending from ocean to ocean, even unto the waters of the Polar Sea. Little wonder, then, that we are so fond of, so proud of, so jealous of, this Canada of ours!

This ten, is the story, in brief, of the remarkable conception and birth of our great Dominion of Canada. I have only been able to touch, in passing, the very outlines of this immense subject. It is a story to thrill the mind of the most unimaginative, and to fill with pride the heart of every true citizen of Canada. Dwarfing all other movements of a like nature, overcoming difficulties thought to be impossible, the "Fathers of Confederation," by their patience, courage, constancy, self-sacrifice, and patriotism, achieved results of which we do not even now see the limit.

Beyond the expectations of even the greatest of the Statesman of 1867, Canada has expanded and prospered until, in this year of Grace, 1927, her commerce, her shipping, her manufactures, her discoveries, and the fame of the valour of her Sons, has penetrated to the very ends of the earth. C-A-N-A-D-A is a name to set the blood tingling in the veins of the most distant peoples, and the beauty and greatness of the Dominion has been acknowledged, even in the ancient haunts of beauty of the Old World.

From every quarter of the Globe, men and women flock to Canada to view the grandeur of the Rocky Mountains and the beauteous Lakes of Banff, Alberta. Every winter the sports of Canada attract the attention and presence of thousands of tourists, and in summertime the hunter and the fisherman find in Canada their greatest joy. Yes, yes, we have a country second to none in the world, and not all the words in the English language can tell the full story of Canada's beauty and Canada's magnificence.

While all Canadian citizens are not millionaires, though many of them are, Canadians as a people are worth the staggering total of 22,195,302,443 dollars, or over 2,500 dollars for each person in Canada. I do hope that you will be careful not to spend your little fortune too quickly!

No doubt a great number of young Canadians are wondering what they are going to do for a living—when they grow up. Well, you are certainly going to have a very wide range to choose from, for in Canada there are endless fields for service. There are openings in agriculture, mining, surveying, engineering, fox-farming, transportation, livestock farming, building, textile industries, manufacturng, newspaper work, literature, teaching, fine arts, pulp and paper industries, forestry, chemistry, exploration, medical science, navigation, government service, and a host of other professions and industries far too numerous to mention.

Her universities, her educational institutions, her electrical developments, her manufacturing plants, her natural resources and potenial wealth, aye, and her Christian homes, place Canada in the forefront of the Nations of the world, and so long as her citizens—young and old—keep ever in view the memories of the glorious past, and a VISION of a more glorious future, this fair Dominion will grow from strength to strength, until all the world will be compelled to acknowledge the greatness and the pre-eminence of this Nation whose 60th Birthday we keep this happy year, and to pay tribute to those men of courage and foresight whom we are proud to call the "Fathers of Confederation."

And what words of mine are fitting or good enough to tell of the valiant parts that have so heroically been played by the Soldier-Sons of our land in the defence of Canada and the Empire on this continent and in South Africa. Ten years ago, in France and Belgium during the Great War, the men from the Land of the Maple Leaf stemmed the tide of the world's greatest tyranny and brutality. Who will ever be able to fully chronicle the valorous deeds of that mighty 500,000 men, as the Canadian Army took its place by the side of the veterans of many wars, yet without suffering by the comparison? Nay! They even outshone—yes, and out-fought—the pick of the most perfect war-machine ever devised by man, and, despite the most fiendish devices of the enemy,—"the Canadians held the line—an saved The Day!"

Opportunities? Why, they are just tumbling over each other to be grasped by the strong young hands of Canada's boys and girls. You young people have a heritage that no other people on earth can claim—or gainsay. And it is all YOURS—to enjoy—to develop—and to hand on unsullied, yet still more glorious—to those who come after you. Think upon the splendid men and women who have gone before you—to show you the way to the very heights of human endeavor. Think of the thousands upon thousands of Canadians, heroic and unselfish, who have blazed a trail—for YOU—across the mighty reaches of this Dominion of Ours! Look well to the deeds and lives of those hardy pioneers who opened up the tractless regions of the far West and North; and take heart, O Sons and Daughters of Canada, from their unselfish examples, and strive, with all your great talents and with all your might, to emulate their heroic deeds!

Freedom! bought by conflicts glory,
Freedom! bought by conflicts gory,
Passed from Father on to Son,
Come to US. all wreathed in glory,
Crowned with peace our Sires have won.
Let us then be up and guarding
This, Our Birthright—LIBERTY!
With high purpose, none retarding,
Great in name and Charity!

RINGS ENCIRCLED OLD SOL

"A solar halo" of two large rings encircled the sun Monday as shown above, the smaller one enclosing what looked like an area of cloud. The meteorological observer states that it was caused by ice cdystals floating several miles up in the air. The two rings were different layers. This halo is sometimes called a sun-dog or parhelion and has been described as a mock sun appearing in the form of a bright light near the sun usually tinged with prismatic colors.

High Enough.

A doctor had just finished taking the temperature of a stockbroker, who was suffering from a raging fever.

"It's gone to 102," he announced in a hushed voice, eyeing the thermometer.

"Sell! Sell!" he shouted.

One of the most difficult things about a town child is his dreadful and dreary sophistication.—Lord Eustace Percy.

Human Exceptions.

"Georgette, isn't it wonderful how Nature clothes itself in the spring?"

A Spelling Match

First Mess Cook—"Wot'll we give 'em to-morrow for afters? Tapioker?"

Second Mess Cook—"That'll do; write it down; you'll want four pounds."

First Cook (spelling audibly as he writes)—"Four pounds t-a-b-a—t-a-b-i—(he hesitates)—We'd better have macaroni!"

Second Cook—"All right; write it down, then."

First Cook—"Four pounds m-a-k-a-m-a-k-i—oh, we'll 'ave rice! Four pounds r-i-s-e!"—From Forbes Magazine.

I nave in my time written a novel or two, but never cease to wonder how it is done.—John Galsworthy.

At the railroad station a nice old lady left the train and got into a cab. The cabman said, "Gimme your bag, lady; I'll put it on top o' the cab." "No, indeed," answered the dear old lady, "that poor hoss has enough to pull. I'll just hol' it on my lap."—The Outlook.

BURIED 2000 YEARS

Pompeii excavations are now practically complete.

Can Musical Appreciation [illegible]

A Collegiate Authority Discusses the Present Status of [illegible]

[illegible] many [illegible] able, New [illegible] pear every [illegible] and repro[illegible] pianos a[illegible] available for teaching [illegible] these [illegible] teachers and students [illegible] subject are obviously becoming [illegible] of the chief educational industries.

All this is interesting and a development that cannot be ignored as one reviews the changes in musical education in the last fifty years. But what is even more striking is the provision that is made here and there to equip teachers and to equip them with something more than a knowledge of how to use certain books and commercially produced materials. Books and mechanical recordings will not mitigate the lack of musicianship in teachers.

Together with the growth of studies called appreciation (unfortunate word, with its sentimental connotation of bland praise and pretty compliment) there has developed a study of the History of Music. Here we are on solid ground. We know what is meant by history. It is like "Appreciation" a blank-check word, to be filled out by the user as his intellectual credit permits. "History" is specific, so specific indeed that one is surprised to discover how often it is misconstrued. The "History of Music is," as Horatio Parker put it, written in notes, not in words." It is a subject to be studied from scores and performances and only incidentally from biographies and essays. By its nature, this is a subject for specialists, and when it is given to untrained students and when it deals with tabloid biography and categorical second-hand opinions, it isn't the History of Music. Such courses must be an offence against musical scholarship.

Now scholarship in the arts may seem to many sincere persons a weariness of the flesh, but it is not honestly to be faked. If we assume to teach the History of Music we are in some measure, and inevitably, committed to the scholar's point of view. We must study the documents first; all other relevant material then falls into its proper place. If we do not wish to do this, let us not call the subject the "History of Music."

Progress in musical scholarship makes haste very slowly, and if we have but little of it in this country we have at least come to know in the last few years what it is. Professor Pratt's books, The Musical Quarterly, a growing taste for such concerts as those which are provided by The English Singers are giving us a sense of what is to be learned and how.

Students Like to Think.

One last word, and a purely personal one for which I ought to feel some embarrassment. Some of us have discovered an amazing fact. Contrary to the conventional opinion about the American school and college student, we have discovered—or is it an illusion—that our students do like to think. We have given them so much to learn, and made them so anxious lest they should fail to repeat our best stock phrases back to us, that they have had no time and no courage to think. The application of this discovery—if it is one—is simple. Leave the student alone with music; it needs no explanation, no missionary persuasion, no apologia. Those who like music do not do so because they are persuaded or cajoled into it. Our very eagerness runs the danger of defeating its own end. All that the sincerest advocates of Appreciation hope for, all that its severest critics wish it might prove often comes quite naturally to its finest flower when teachers can persuade themselves to stop talking and can cease to inrude beween music and the listener.

[illegible] thoughtful [illegible] preciation [illegible] ing [illegible] are [illegible] dent than [illegible] more [illegible] prejudiced, [illegible] active.

An Impressionist [illegible] has already [illegible] subject with more to follow. We have debated long and the argument is still far from closed.

The sanest of the champions say, in effect, "We are trying to do something that needs to be done. We are not bent upon reaching the musically gifted student. We are not teaching the technic of musical performance nor are we training composers. We have in mind such students as possess the equipment specified by Mr. Hadow, 'Ear enough to perceive one tune from another and wit enough to prefer order to incoherence.' These students may acquire the useful capacity to distinguish Bach from Verdi and a fugue from a hole in the wall.

This is modest enough, and would seem both possible and worth doing. But the critics view the whole undertaking with grave suspicion.

"Music," they contend, "is an experience which essentially cannot be taught. Information about music may appear impressive, but the chances are heavily against the student's being able to make any use of it."

"You are superficial," say the critics to the teachers of this subject, "You deal in talk about music and in verbal interpretations, and you do your best to keep students from understanding what Tagore meant by his maxim, 'Appreciation is not easily nor cheaply acquired but must be slowly sought and won'."

One caustically-minded opponent of these studies pleads through the length of many satirical pages to be delivered from the "appreciationist" and declares that a student would know more about the fugue from learning to play any one of the Bach fugues than from hearing and analyzing and discussing many of them.

Value in the Controversy.

This controversy, and the heat which it engenders, is the most satisfactory development that the teaching of Appreciation has brought to light i nthe last several decades. For the moment we are not concerned with who is right and who is wrong. In this matter, as in many others, the wish is often father to the thought. It may be that we shall have to work another fifty years before we shall agree either to dump the appreciationist and all his works overboard, or so to instruct and cultivate him that he shall become a harmless member of musical society. But the controversy itself is all pure gain. It is being argued with the determination of earnest men. We are aware of a challenge, and we are prepared not to funk it.

American school and college life has, in these last fifty years, steadily made a place for some kind of musical instruction. We see this opening as a chance too good to be squandered. The day of pioneering for music's place in the academic sun is past. The important issue now is: what shall we do with that place? Able men and women are convinced that school children and college students can learn of the existence of great music as they learn of great literature. They know, these men and women, that literature is often hopelessly ruined by the ill-advised efforts of teachers. They can hardly hope that music will always escape the same deplorable fate. But whatever ill-judged and superficial methods may flourish here and there, they are being exposed to a pitiless criticism aimed to supplant ignorance with training and incompetence with ability.

Appreciation An "Educational Industry."

That is the case as it stands to-day. Statistics and questionnaires, which are daily multiplied without number, only prove what most of us already know. They make the case no better and no worse than we feel it to be. Schools and colleges are everywhere taking up this, as yet ill-defined, subject, and taking it up for reasons that [illegible]

Damon Runyon (N.Y. sports writer, murder trial reporter) described Colonel Charles Augustus Lindbergh's appearance during the ceremonies at Washington as follows: "He looked so frightened, and so very, very young that you felt your old Adam's apple working, and you wished that you might get to him, and put your arm around him, like you would do with the lad at home, and say to him: Now, looky here, sonny, don't you be scart, these folks are just trying to let you know they're glad to see you.'"

A Chinese Puzzle—Has Chen bitten off more than he can Chew?

REG'LAR FELLERS—By Gene Byrnes.

A Wild Tale From the Equator.