

bring dishonor upon our national escutcheon. Let us hope that the new national flag will have emblazoned upon it an ensign worthy of "the land of the maple leaf."

It must not be thought that the patriotic spirit of the past is on the wane. At times when peace and order reign supreme it does seem that our people are lacking in patriotic sentiment; but let once the war cloud, or any other disturbing element, begin to darken our horizon and we soon find a people who are willing to sacrifice time and property, yea, even life itself, in defence of their country; and the same spirit that characterized our ancestors in the past would manifest itself in the present generation to defend us from dishonor. We want a growing loyalty, a progressive patriotism, and we must look to our schools to get it.

We cannot fail to admire the superlative, shall I say omnipotent, loyalty of our neighbours to the south of us, and I believe that we, as Canadians, might do worse than to take a leaf from their book, and do our "level" best, as they are doing, to build up a national love of country. Yet I do not think it would be wise to carry out to the full the principles practised by our American cousins. The children in the great American union are grounded and drilled in the history and geography of their own country. We believe this to be right, yet we as sincerely believe in a broader knowledge and a broader liberalism than that which sees everything worthy of admiration within the political boundaries of any one country. I have no reason to assert positively that the American children are taught that the sun rises in Boston harbor and sets at the Golden Gate, but there are some who act as if they really believed it to be so. Notwithstanding this, we feel like honoring the young American for his enthusiastic loyalty, and we

are looking forward hopefully to the time in the near future when Canadians will appreciate Canada as much as the Americans do the United States. The American mother teaches her infant child about George Washington's hatchet and the favorite cherry tree, and admonishes the dear one to emulate the virtues, particularly the truthfulness, of that good old father of his country. It is scarcely necessary to say that some forget their first lesson. The remaining presidents are next taken in order; all their virtues are instilled into the child's mind, and by the time he enters school the boy has learned about all the presidents, and has had his first lessons in patriotism; the work is carried on in the school and practised throughout life. Is it not possible to find in our Canadian schools pupils in the highest forms, and perhaps teachers, who would hesitate before naming the governors of Canada since confederation? This knowledge in itself may not be of any great educational value, yet it would be well for every Canadian pupil to have a tolerably good knowledge of the history of his own country. Perhaps there are still those who think, as some of my teachers did, that Canada has no history. Let such a one read Parkman's admirable works, and he will find that Canada has a history, and a history too, whose truth is stranger than fiction. We have other writers on the same and different periods, whose works are equally interesting, and, though the introduction of such voluminous works into the school-room would be out of the question, the teacher's knowledge of their contents would enable him to vitalize the dry bones of history, as it is often presented, and to divert many a child's mind from reading with suicidal relish a class of literature that saps the intellect, destroys the manhood, and unfits a person for true citizenship.