

To follow this rule, as we have said, it may deprive education of the services, as authors, of those most competent to prepare school text-books. But this is unavoidable; though it may be a question how far even the able and practical teacher is capable of preparing so seemingly slight a bit of professional work as a school manual. Easy as the task may seem, it requires vastly more than scholarship and practical acquaintance with the *technique* of the schoolmaster. Educational book-making, even more than craftsmanship in general literature, requires art, skill, and an apprenticeship in letters, rarely met with in uncultivated fields and in inexperienced hands. Hence, while there may be a high degree of scholarship, and a lengthened experience in teaching, the result of experiments in school book-making, for lack of literary fitness and aptitude for the work, may not be gratifying. Other circumstances, also, interpose to lessen the chances of success in native school book manufacture, and these connect themselves with the mechanical production of the work, which, in the mass of instances, requires a larger investment of capital to produce, in any high degree of artistic and mechanical excellence, than the limited field of sale adequately remunerates. At the same time, it is conceded that all worthy attempts should be made to give to our native literature such works as would be useful to our schools, and creditable to Canadian letters and scholarship. In some departments of tuition, however, it is essential that our manuals should be written, or compiled, from a Canadian point of view. We should, of course, have primers of Canadian history, and our reading books should enshrine such models of literary or oratorical composition as Canadian writers and publicists can be said, after severe critical appraisement, to have given

us. Recent years have added much to the native literature of Canada, which it would be well to bring to the notice of our youth; and it would be a substantial stimulant of Canadian patriotism and citizenship could such material be garnered into our reading books and histories. How rich, too, in a national and historic literature, is the early French régime in Canada, with which few of our youth ever make acquaintance in our schools; and what could better fire the spirit and energize the life of Canadian youth than to read the stirring incidents of early missionary and pioneering adventure in the country with which the period is saturated. Of course such literature wants careful selecting, and requires the exercise of a broad catholicity of opinion and taste. But the risk would not be greater than the reading, in our English histories, of disquisitions upon the acts of religious bigotry and tyranny in the old world. Indeed the advantage would be greatly in favour of our Canadian annals, for they abound in material recording acts of heroism and of Christ-like humanity, which should make the heart of every protestant youth warm to his co-religionist and countryman of to-day, despite all he may have imbibed of distrust for the religious zealots who have darkened for him the page of English history by their cruelties and wrong.

But there are other advantages to be gained in a national point of view, in importing into our reading books, and into the lessons from our histories, a larger element of specially Canadian interest. If as a people, we are ever to grow out of our colonial swaddling-clothes, and to fit ourselves some day for assuming any higher rôle in national existence into which the wheel of time and destiny may carry us, it is not too soon to imbue our youth with that *amor patriæ* which familiarity with the history and