

extensive iron deposits. In the Province of Quebec, near Ottawa, there is a hill estimated to contain 100,000,000 tons. Ontario has extensive deposits of a superior quality, and in British Columbia iron ore is found close by, and in connection with bituminous coal, of good quality, and all awaiting development. In her deposits of copper, Canada ranks, it is safe to say, above any known country in the world. It is found in many places in Nova Scotia. In the Province of Quebec, near Sherbrooke, large quantities are mined and sent to New York; and in Ontario, reaching close to the waters of the Georgian Bay, is the most wonderful copper bearing region in the world, possessing more of the ore probably than is known to exist in the territories of the United States. In this same region is also found extensive supplies of nickel. And, besides these, already mentioned, such minerals as asbestos, antimony, graphite, gypsum, salt, gold, and silver exist in large and paying quantities.

Just a glance at the wealth of our Canadian fisheries and I am done with the resources of the country. No country in the world can compare with Canada in this particular, and there is no limit to her wealth. The Hon. Peter Mitchell once said the fisheries of Canada, as a national possession, were inestimable; and as a field of industry and enterprise were inexhaustible. She possesses a coast line greater than any country in the world, far exceeding that of the United States; and, of course, far exceeding that of any European country. Bounded by three oceans, besides numerous inland seas, our Dominion possesses over 5,500 miles of coast line, washed by waters abounding in the most valuable fishes of all kinds, and from its position in the extreme north, will continue to hold its advantage over the fishery possessions of the United States. The Arctic seas, according to Prof. Hind, swarm with minute forms of life which, in many cases, form a living mass. This all-pervading life, which exists in these northern seas, carried down by the Arctic current, affords a source of food which gives sustenance to the myriads of fish which are found in the sea in our northern latitudes. This is but a slight review of our resources. But even in this, it is found that Canada stands *pre-eminently first* in its wealth of fisheries, and the extent of its forests; and fully equal to any other in her areas of land for cultivation, and in her mineral wealth. All that is needed is additional capital and additional population. A knowledge of the resources of our country surely cannot fail to awaken in our pupils a patriotic pride in Canada, and I would emphasize this as means to the end which we are seeking more than any other.

Now, it might be asked, if it is the duty of the teachers to guard against ideas of annexation springing up among the pupils of our country. I would say emphatically, No. No such ideas, I believe, have gained any foothold among us. It was Martin E. Tupper who said, "That very many errors never could have thriven but for very much learned refutation." This error certainly has not thriven, and it is best to leave it alone. Let our newspapers, if they will, pour forth the Greek fires of their sarcasm upon the spread-eagle oratory of Yankee politicians and the buncombe talk of their newspapers in declaring that our country is ripe for annexation. But it is not for us to notice it. Mr. Wiman says: In no part of the British Empire is loyalty to British insti-

tutions more pronounced than in Canada, and if there is any one sentiment that universally pervades the Canadian people it is this sentiment of loyal adhesion to British connection, pride in British traditions and personal devotion to the Sovereign. Charles D. Warner, a distinguished American writer, in his comments on Canada, speaks as follows: "Annexation, put squarely to a popular vote, would make little or no show in the returns, and there are forces strong enough to keep Canada for a long time on her present line of development *via British connection*. And what is this British connection? It is the union of Canada and other colonies, whose resources are but little less than our own, to the mother country by bonds which, though light as air, are strong as iron — the foundation of an empire, which, sixty years ago, the greatest American statesman characterized as a power to which, for purposes of foreign conquest and subjugation, Rome, in the height of her glory, is not to be compared — a power which has dotted over the whole earth with her possessions and military outposts; whose morning drum beat, following the sun, and keeping company with the hours, circles the earth with one continuous strain of the martial airs of England."

That was sixty years ago. The enormous strides made in the advancement of the British empire during these years have been so great that even the resident of the United States, with all his boundless faith in the limitless capacity of his own country, is forced to-day to admit its progress has been surpassed by no nation on the face of the earth. Is it not right, then, that the pupil should have some accurate knowledge of the British empire, the territory it includes, and a general idea of its resources. It might even be well to lead the youthful mind to speculate somewhat upon the result of a closer federation of this enormous empire. The teaching of geography in the United States is different from the subject as taught among us. There, in some of the States, at least, it is United States first, last, and all the time; and I am disposed to think that this has something to do with their great public faith in the capacity of their country. Mr. Warner, in his article, says that he once saw a map, colored according to the maker's idea of fertility, on which Canada appears little more than a green flush along the northern boundary of the United States. This probably is the ordinary idea in that country entertained concerning Canada — that it forms the northern boundary of the Union. We are more cosmopolitan in our ideas of this study. But if I were to suggest any change, it would be a little less minute teaching of the typography of our country, and decidedly more concerning the resources of Canada and the British empire.

In conclusion, I think it would be well for our teachers, in some slight way, to celebrate our public holidays; at least to teach the pupils to know why they are kept, and the history in any way connected with them; and I believe it would have an influence for good in inspiring patriotic feelings if, upon these holidays, the flag of our country might be seen floating above every school house. The exercises last 24th May at our Provincial Normal School, and the pleasure manifested by student teachers in their display of love of country and Queen form a happy incident in connection with our subject; and if the conscientious teacher would exert her or himself a little more along some of the lines here mentioned, greater results would be met with in this direction. Let us remember that we are developing the minds of those that are hereafter to become our statesmen, and direct the affairs of our country.