

make but one reply—they are not. The public school teachers entirely neglect the study of Canadian history. The high school teacher considers his time too precious to waste any of it in teaching his pupils the history of their own country. An instructor will frequently deliver a learned discourse upon English, French or German history. He will paint the glories of Ninevah and Babylon in glowing colors; Canada and the Canadians are beneath his notice. The result is that our high school graduates can enumerate every important event in English history, from the "Invasion by the Romans" to the introduction of Gladstone's Home Rule bill; he has an almost perfect knowledge of the great statesmen of England; but of the events in Canadian history, of Canadian statesmen he is ignorant. The ordinary college graduate can enter with zest into a lengthy discussion upon the "Rise and Fall of the Roman Empire;" he can explain to a nicety the causes that enervated the Grecian character, but the deep blush of conscious ignorance mantles his brow when any event in Canadian history is being discussed. The consequence is that our college graduates are on terms of the most intimate acquaintance with the great men of ancient times, they know not those of to-day; they live in the past not in the present; they are learned men, therefore not practical. We know that some of our colleges are not to be included in this category; we are aware that a few, a very few of them, take a correct view of history; we are aware that these make us familiar with the great geniuses of the mighty past, that our intellects may not be dwarfed and stunted, but broadened and extended, that we may draw from our reflections upon the past the knowledge that will enable us to study our own history intelligently. An intelligent study of our own history will indicate

to us the best means of avoiding the ills that now beset us. Experience is said to be the best teacher. The lack of experience can be best supplied by the study of our own history.

The common schools, therefore, must teach our youth the facts of Canadian history, the high schools must prepare them for entrance into the more extensive field of education, the university, where they will be taught the philosophy of our history. When our educational institutions do this, then, and then only can we hope to see the chivalrous scion of sunny France, the sturdy descendant of England, the "gude bairn" of Auld Scotia, and the impulsive generous-hearted descendant of the Emerald Isle agree to drop their petty prejudices and unite in forming a great Canadian nation that will exert a mighty influence upon the destinies of mankind.

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*PROFESSOR FROUDE OF OXFORD.*

The succession of Mr. James Anthony Froude to the chair of modern history in the University of Oxford rings in another of the changes that time has worked in the great centre of intellectual activity. Mr. Froude connects, in himself, a past Oxford with the Oxford of the present. As he remarked recently in his inaugural address, "he came back, but not to the Oxford of his undergraduate days." These, indeed, were times of great mental animation, when Newman was a shining light and when Keble and Pusey, and others of the wisest and best, were anxiously searching for the course to which duty pointed. Newman, alone, did not tire of the struggle, however; he alone carried on the conflict with principles until doubt disappeared, but, unfortunately for Oxford, the clear light of day did not fall upon him whilst he was