National Sentiment.

The past few months have been eventful ones for Canada. The eager patriotism of her sons, rushing from all parts of the country from Cape Breton to the Klondyke to the defence of the empire, has done more to make Canada known to the world than any other event in her history. The gallant spirit and daring valour of these sons at Paardeburg, where they poured out their life blood equally with English, Scotch and Irish, has called forth unstinted praise from the commander-in-chief, and from English-speaking people the



We have been proud of our grand ity to Canada. natural scenery, our boundless resources, the industry and energy of our people, the abiding faith they have in their own country, their quiet determination to preserve a land owning the prestige of Britain's fostering care. But there has sprung up anew the desire to share in England's danger, to bear the brunt of battle with her, and to win renown side by side with her own soldiers on hard-fought fields. These bring added responsibilities, but they bring also a closer bond with the mother country and an active loyalty that Canadians of this generation were strangers to simply because no opportunity arose to show their devotion. But as each fresh contingent sailed from our shores, and as each fresh report came of the pluck and endurance of our soldiers

in distant South Africa, we have felt proud that we are Canadians. The children of our schools share this enthusiasm. They watch this growth of national sentiment and become sharers in it. They help to swell the contributions that go forward to provide comfort for our soldiers in the field; nor are they forgetful of famine-





Montcalm.

stricken India; for true patriotism quickens all generous impulses and makes us alive to the sufferings as well as the glories of others. They take a fresh interest in the history of their own country, and read of historic deeds and incidents that helped to win for us the country in which we now live and whose institu-

tions we hold sacred. But along with this feeling, that we are engaged in nation building, there should go with it a love for the particular place in Canada in

which we live; an inspiration to help build that up, to take pride in improving it, to make homes and schoolrooms attractive, to have town or district improvement so general that it shall not be left to a few enterprising people to make the place attractive, but that all will join in the work. If schools and homes



Lord Howe.

were made attractive by books and pictures, there would be a greater interest and enjoyment in them, and consequently more desire on the part of those who



Lord Amherst.

grow up here to remain in this country than to seek homes elsewhere. And we should give the place of honor in home and school to books of good English literature; to pictures that are illustrative of our natural scenery, and of incidents of our national life that will quicken

the ardour of the children. The picture of Queen Victoria should be in every schoolroom; the pictures of those generals and statesmen of the past who have

devoted their lives and energies to give us those free institutions which we enjoy should come next in importance. We should have scenes of historical interest, as well as of those heroes and pioneers who have made Canadian history. A few pictures of good quality are better than many of a medium quality,



General Abercromby.