

Our sires their old traditions brought,
Their lives of faithful toil,
For home and liberty they fought,
On our Canadian soil :
Quebec to us is sacred still,
Nor less is Lundy's Lane,—
Long may a loyal people fill
The land they fought to gain.

God bless our own Canadian land
Of mountain, lake, and river,—
Thy loyal sons, from strand to strand,
Sing, 'Canada Forever.'

Saxon and Celt and Norman we :
Each race its memory keeps,
Yet o'er us all, from sea to sea,
One red-cross banner sweeps.
Long may our 'Greater Britain' stand
The bulwark of the free ;
But Canada, our own dear land,
Our first love is for thee !

God bless our own Canadian land
Of mountain, lake, and river,—
The chorus ring from strand to strand
Of 'Canada Forever.'

—LEARNING TO THINK.—Learning to think is by far the most important part of education ; and it is that part of it which is most neglected. With all the boasted advantages of our system of public instruction, it fails in this. It seems to go on the assumption that education consists chiefly in what is put into the mind, rather than in what is drawn out of the mind's own inherent powers. The result is a system of cramming, which, as an educational process, does the minimum of good, with the maximum of evil. Children, and even young men and women, are made to think that education is something external to the mind, rather than something in the mind and of the mind itself ; and the lessons of the school and college are apprehended as an end, rather than as a means, their value being estimated according to what they put into the mind, rather than the mastery which they give the student over his own powers. In other words, the impression is created that knowledge is the test of education, and that in proportion