

sources entitle us to assume, is to anticipate that obscurity which such a course would deserve, and to which it would inevitably lead. The teacher, of all others, has opportunities for preventing such a calamity. Our past history says we need have no fear politically. Our resources, our native energy and our wealth say we need have no fear financially. Our system of schools, our universities and colleges, surpassed by no people, say we need have no fear educationally. And if these things are properly impressed upon the children attending our schools an impetus will be given to Canadian patriotism, and an intelligent interest will be taken in Canadian affairs, which will place the future of the country beyond all doubt.

'They must be free or die  
Who speak the language Shakespeare spoke.' "

The following topics should be considered by the teacher in half-hour talks with his pupils for several weeks prior to the 1st of July :—

(1) Early History of Canada—Its discovery by Jacques Cartier, in 1535, the explorations and adventures of Champlain, La Salle and Father Hennepin, the Indian tribes who occupied the country, the trade carried on with the Indians in furs, and the misfortunes or perils through which the early settlers passed in obtaining a foothold in the country.

(2) Early Settlement of Canada—A familiar talk on the early settlement of Canada, the hardships of immigrants from the British Isles in battling with the forest and in making homes for themselves in the wilderness, their difficulties in providing for their families, a description of the log cabins in which they dwelt, and the variety of ways in which they were compelled to obtain subsistence, the kind of roads they travelled, the scarcity of a market for their products, the want of schools and of churches, etc.

(3) The Wars of Canada—The Conquest of Canada in 1759 by General Wolfe, the efforts made by the