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PATRIOTISM IN EDUCATION.

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THE mind of the young is receptive of principles as well as facts; sentiment as well as figures. No safer index of the future greatness and progress of a people can be found than in the feelings and aspirations of the young men who are to be in coming days the pillars of the State. Consequently, in our schools, and more especially in those devoted to higher education, the teachers of history and of the subjects coming under the general head of English literature have a vitally important task to perform. The dry-bones of the past have to be shaken up for the benefit of the boys and girls of the present; the lessons of experience taught by the events of a thousand years have to be impressed upon the rising minds of to-day, and I do not hesitate to say that, lying as Canada does between the surging tide of British civilization, traditions and greatness on the one hand, and the rushing stream of American progress on the other, lessons may be

learned from a comparison of the two which will be valuable beyond expression to the students in the course of their future careers.

But Canada itself has a distinctive record and a noble past. Edmund Burke once remarked that "he knew of no more absorbing and instructive occupation for the mind of a thoughtful man than to trace, in all their peculiar grandeur, the bold and swiftly formed outlines in the history of a young and patriotic people." And Canadians have much to be proud of. Aside altogether from the cherished deeds of British sailors, soldiers and statesmen in ages gone by, possessed by us through an historic continuity which the Americans have so unfortunately lost, we have memories in this land of ours worthy of our ancestors and worthy of the great races which are commingling upon our soil. The war of 1812, with its gallant victories, can never be forgotten, and while warfare in itself is not