

is this that the admirer of these heroes of ancient romance is always waiting for the opportunity to do a great thing, something that succeeding ages will marvel at. But somehow in this terribly prosaic age of ours, the romantic opportunity never comes, and in the meantime the unfulfilled smaller duties accumulate.

With science the teaching is different. "Your aim" it tell its followers "is to benefit men. Labor, be patient, wait. The results of your toil, if not magnificent, may be the foundation for another's success. Be unselfish. The end is the same no matter by whom achieved." And so in the patient heroism that is more sublime than any mad act of an over-excited brain or over stimulated body, the scientist labors on assured that his toil will result in good.

At this time it may be asked and in this paper what use to cover again old ground. In our university students are permitted to make their choice as to the course they will take to get a liberal education, what more do you want? We do want something more, we ask for the student the privilege of choosing his course at the beginning of his four years in Arts. Give the system of education in physical and mental science, in modern languages, in history, a fair chance to do thorough work. The work of the first two years is much of it child's play, or work that should have been done in the schools. Why not then in these years lay down the foundations for original research and let this be the work of the senior years. The Greek alphabet and rudiments of Latin Grammar are learned in the schools, and the classical course is advantaged thereby. Let the German alphabet and the French Grammar, the elements of chemistry, botany and zoology, of psychology and logic, the principal facts of English and European history, the pure mathematics be also mastered in the schools. This can be done by raising the standard of matriculation. There is not now nor ever will be under the present system an enthusiastic desire among the students for such knowledge as is furnished. How can it be expected when so much of the work exacted is mere memorizing; why is it that a great university like McGill is not looked up to throughout the whole country as a centre of intellectual influence? Is it not because there is so much of the dry bone element in the course, so little that is calculated to provoke enthusiasm among the learners, to inspire them with the zeal of inquiry?

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#### THE FUTURE OF CANADA.

THERE is a good deal being said at present both by thinking individuals in the intercourse of social life, and in the public press about the future of this country. Some aimless persons indeed have no opinion upon the subject or at best deem it a premature and useless one for discussion. But students, using the term in a wide sense, generally give such attention to the question as is suggested to or forced upon them by passing events and the really important nature of the matter. There are three solutions of the problem offered which all find eager and eloquent upholders. One is the contention that Canada being so intimately

bound up with the fortunes of the Empire with which during her development she has been connected, will continue a colony as a present, until such time as a closer and more dignified relation can be established—this relation having for its attractive, if somewhat vague, appellation the term Imperial Federation. There are others who argue that geographical and commercial considerations point to a union with the American Republic, while a third class of individuals ardently insist that the people of Canada have in them all the elements out of which a nation can be formed, a country to live in boundless and beautiful as well as rich in natural resources, and aspirations which either of the two destinies indicated can never satisfy. They believe that the Independence of Canada is only a question of time.

The arguments adduced in favor of these different views are not without value, and if the subject has not yet been exhaustively considered, it has at least brought out some excellent contributions, the result of private investigations into the social, political, and economical conditions of the people of Canada. But one contribution has still to be made, and that is a thoughtful study of what the future of this country is to be founded upon an intimate knowledge of its history and development. There is little desire and less inducement to possess more than a slight acquaintance with the principal events of the history of Canada, and the reason of this is not far to seek. Contented with the text-books now doing duty in schools, no one has attempted to write a book from which might be learned the true record of the country's past, which would elucidate the principles underlying the various settlements, treaties and wars, and be in itself an inspiration to the authors of our national literature. Can we, though, be truly said to have a national literature when we continue halting between three opinions? While we timidly hesitate to decide that we will be a nation? It is not too hazardous a proposition to affirm that a general and thorough study of Canadian history, would materially aid in the answering of those questions, which appear to be daily growing more and more obtrusive, and which will soon pressingly demand a decision of some sort. To belittle its importance, to relegate its teaching to a place in the primary branches of learning, as the present arrangements of public systems of education do, is the surest way of producing a race dead to the name of patriot. This exhibits the strangest forgetfulness of the fact that if Canada is ever to be an influential member of a British Federation or an American Union, her sons must know and believe in her capabilities. They are not now inspired with such ideas in the schools, and those young men who enjoy higher educational privileges at our colleges, are similarly neglected, and carry away with them a profound indifference to the possibilities of a national existence. At such institutions among the requirements of a purely scientific course will be found "a knowledge of the leading facts of English History."

Why not Canadian History?

Because it is infinitely less important, will be the answer of the framers of the course. Here lies the whole difficulty. In this and other cases it is presump-