

with zeal for national attainments. In all this I have no desire to under estimate the work our colleges do. All I ask is, that the study of history and political economy, be conducted by Professors and students with due attention to Canadian progress.

But outside the teacher's work there is a special duty for the student to perform. I do not know exactly what the character of the ATHENÆUM debates is at present, but a few years ago there was need for great improvement. And here again I hope the students will not feel that their organization is of no avail. Is there not a splendid opportunity in the programmes of the ATHENÆUM to develop an interest in questions of our national history and situation? I am glad to see that they have made a start in that direction this year. Two of the most prominent debating clubs at Harvard University to-day have for their object almost exclusively, the discussion of American politics. While a similar practice at Acadia would be impossible, cannot a part of the time be given to Canadian concerns? Follow the questions as they arise in Parliament and the most suitable could be chosen for discussion. It is not desirable, of course, that politics alone should engross the attention, for party feeling is apt to run high, and just now it must be owned the subject is in certain respects a most repulsive one. But there is no solid reason in general why a decorous and fair debate on public questions cannot be frequently given. Drop Irish Home Rule, married life vs. single, sword vs. pen, etc., for a time, and see if there be not questions nearer at home of equal import to Canadian students. Our college papers also can encourage these movements. The talents of young men can be employed in no better way than by directing the attention of the reading public to the works of our own authors and influence upon our national life. For those who are fond of poetry, the study of Fidelis, Lampman, Campbell, Frechette and Roberts may form an interesting field. In history and politics they may seek the rendition of Bourinot and Stewart, or peruse the brilliant pages of Goldwin Smith and Principal Grant. In science they may follow the lead of Sir Wm. Logan and Sir Wm. Dawson. It is not too much to say that in every department, they will find men, whose works not only bring great credit upon our young country, at the same time extend their enlightening influence to all mankind. By carefully studying some portion of the field, the student who has the taste, may stimulate others to a greater admiration of Canadian scholars.

It may be said, however, that the student has little time for all this, that his college course engrosses so much of his attention, he can never do it. There is force in this contention I admit. But no one student is expected to do it all. Introduce the principle of division of labor and let each one perform his little part. It must be remembered that a

student is not a machine, with no sympathy for matters outside his daily routine. Unless there is something more in life than the hum-drum process of academic study, a man might as well never see a college. Let us throw away that old idea that a student must be closeted like a monk, study aesthetics and a lot of other theoretical nonsense, when a world of activity and passion is loudly calling for his assistance in notifying national concerns. If a college course does not enlarge his sympathies, if it does not make him a better and more intelligent citizen, if it does not quicken his interest in our own people and history, if in brief, it does nothing but make him an intellectual iceberg with no affection for home, friends and his own dear land, then I say, the sooner we close up the doors of our colleges the better. But there is another method of no less importance than the proceeding by which our college can directly affect the common life of our people. We all know that many of our young men and women are engaged as teachers in public schools. A large number of these receive some training at our colleges. They naturally will carry into their profession these habits of thought and action which our higher institutions inculcate, and the public schools will receive the stamp of their sentiments and character. Is it not exceedingly important, therefore, that our teachers should sow the good seed of moral and patriotic principles which they gather at the normal schools and colleges? If that be true and if it is worth striving for, then by all means let our teachers themselves be taught to take pride in the resources, climate, political institutions, and social condition of Canada. In a recent address by Mr. Frank Eaton before the Canadian Club at Harvard, he alluded to this much needed reform in our public schools. We need not be ashamed of our public school system, but I really think if the above influences could be intensified, the result would be of immense benefit. I am sure every earnest and intellectual Canadian must recognise that in the near future, when our children shall occupy positions of trust and responsibility, unless they have been taught to respect and love these essential elements of a rising nationality, how can we expect to become a great and united people? In the United States their school-books are full of such national traits, sometimes *ad nauseam* and why should not we, the inheritors of English liberty, be equally active in setting before our schools the value of our great characters and events from the time when Champlain first sailed up the St. Lawrence until the present hour. There is possibly also another field for those students who have the means and opportunity. I refer to the organization of National Clubs, whose doors shall be open to men of every party, and people of every clime who have made with us their home. For several years there has been a National Club at Toronto, and any one who has ever known anything of its work will, I think, agree that it has been a