

nations of Europe, she stood alone with every muscle of her national life stretched to its utmost tension in that deadly struggle with the first Napoleon, she still held in her strong grasp the tiny hand of her North American child, and said to the trembling colony, "Fear Not"! She had not learned to temporize (as I fear we are learning), and think only of self and the present. Looking down the vista of the years, she beheld the glorious future lying before this country, and she resolved to defend it. Like human children, we have often been ungrateful and discontented. Her foreign policy has been shaped and often hampered by her interest in our welfare. While practically governing ourselves, we have had the advice of her wisest statesmen. . . . This is what Britain has done for Canada. And shall we let our children grow up in comparative ignorance of all we owe to her? Shall we turn our backs on all these memories of the past, and let apathy or circumstances throw us into the arms of the United States? What can Annexation give us that we may not enjoy under the Union Jack? I do not understand the basis of British Connection, Canadian Independence, or Colonial Confederation schemes, and can neither approve nor disapprove; but of all annexation schemes I most heartily disapprove—believing, as I do, that Canada's future destiny is safer in our own hands. . . . Then how shall we foster that love for her which is so desirable? Let us see to it that every child of British, French, or German origin over which our flag waves be taught to love that emblem, and admire the land he lives in and the constitution that protects him. We cannot all agree on subjects of language and religion, but on the broad platform of country we can meet as the clans of old, forgetting our feuds in a desire for that country's

good. There is nothing more contagious than enthusiasm; let us begin by loving this land ourselves. Let our nation's birthday be more carefully kept and enthusiastically celebrated; our public entertainments partaking of a more loyal character. A true patriot will place country before party; let no man be elected to a place of public trust unless we know he has a firm faith in this country's future. And in school life, first I place "patriotic songs." King Edward was wiser than we give him credit for, when he ordered a massacre of the Welsh bards; knowing well that a spirit of independence would long linger in those mountain homes when fed by their soul-stirring strains. (Writers try to prove that this is only an historical fiction, but I prefer to believe it, and I admire the old king's intuition.) We need a purely British-Canadian collection of songs for school. Could not some of our musicians arrange such a work? A teacher can excite an admiration for our British brethren and our fellow-countrymen by dwelling on reading lessons such as "Loss of the *Birkenhead*," "Road to the Trenches," "Capture of Quebec," "Founders of Upper Canada," "Heroes of the Long Sault," and like subjects found in the readers. In grammar and composition the expansive and comprehensive nature of the English language can be prominently brought out. In geography a pupil's attention can be called to the vast extent, favourable position and boundless resources of his native land. In history seize on anything likely to arouse a patriotic spirit. Encourage advanced pupils to read the works of our few Canadian writers, and as we grow older these will increase. Like all subjects not found on our public school curriculum, this must depend for success on the originality and earnestness of the teacher. Children