

almost instantaneously her influence, or to sympathize at once with any change of politics, trade, or religion that affects her. Great Britain is the mother of our nationality, the author of our laws, the champion of our religious freedom. Why should not we as a young nation become, as it were, acquainted with the history of our own family, and go for lessons of wisdom and prudence to the experience of our parent.

The study of British history is therefore necessary to proper sentiments of loyalty. Loyalty is not a blind fanaticism, revelling in ignorance. It is intelligent—the personification of that sympathizing, forbearing, and self-sacrificing love of country and nationality, which has ever animated the truly great. We will find in the history of every nation, noble, grand examples of Love of Country, exhibited by eminent deeds of valor. But in no other nation, has there ever been such earnest contest, yea, almost bitter strife for the principles of true liberty; between opposing factions and parties,—succeeded by such united and unswerving loyalty in time of national danger, as in the British Islands.

With a kindred sentiment, and with equal boldness has our Protestantism been built up, and sealed with the blood of courageous and self-denying men; while in feeling like to religious loyalty, if we may so call it, the British nation has since borne allegiance to it. May she ever do so, and with her colonies, continue to be not only an adherent to, but the protectress of religious liberty throughout the world.

Not only is English History necessary to us, that we may rightly understand our own past, and fully appreciate the course of present events in Canada; but is a great assistant to us in the study and use of the English language. Our daily conversation reminds us of this fact. For instance, in speaking of any of the sects religious or otherwise, by which English society has been disturbed, the very name will in its

derivation tell us of some circumstance regarding the origin or esteem of such sect, or of the state of public opinion at its rise. The name of the different articles of commerce will often suggest to us some important or interesting fact in the trade of England. While several other classes of words refer us to the effects of the invasion and occupation of Britain by various races, or to the time of revolutions which have either left their mark upon the history of the country, or tell the fate of some madman's attempt to disturb society and the country. Looking thus at the connection of British History with our laws, politics, religion and language, we perceive at once its importance in an English polite, or professional education, and the relatively distinguished place it should occupy in the curricula of our colleges and higher schools.

But here the question proposes itself: Is due prominence given to this study in our Public Schools—the nurseries of our colleges, in fact the only college the majority of our people have the opportunity of attending?

Many readers of the *TEACHER* can doubtless remember when the merest elements of a primary education were all the scholarship that the Public School afforded, and when time was esteemed as good as wasted, if employed upon anything not immediately relating to the acquisition of the old Halifax currency, and indeed, it is only comparatively lately that any considerable prominence has been given to the study of English history in these schools. For, although it was distinctly mentioned in the programme of studies for "Common Schools," as presented by the Council of Public Instruction, yet the want of proper text-books, together with a limited or irregular attendance of pupils, as well as other and even insignificant reasons were allowed to militate against every consideration in favor of a worthy knowledge of this eminent branch of a sound education, being acquired.