

Irish, and who are united together in this country by common interest, should know the history of their ancestors and their struggles for freedom.

Canadian history had been in our course less than sixteen years, but much progress had been made in the study. Through this the Acadian learned of his ancestry and country, which had been his for generations past. The study of civil government in our schools should be emphasized. Still more was it to be hoped that in the near future only one history might be used throughout the length and breadth of this Dominion. Until this was accomplished, the full development of patriotism through our history as a study would not be attained. For the very same purpose a national reader was a necessity. The benefit of singing good patriotic songs in our schools could not be over estimated. Our pupils should have national songs. Things learned by writing about them are not soon forgotten. The pupil should be made to write compositions from time to time upon periods in our history, and the *Montreal Witness* deserves great praise for its action in this direction.

An accurate knowledge, in the mind of the pupil, of the vast extent of our territory, its illimitable resources, its healthful climate, and the beauty of its natural scenery, was essential to the free development of patriotism in our common schools. So many of our resources have only lately been discovered, and part of the country has grown so rapidly, that our text-book on geography did not furnish sufficient data. The live teacher must then look beyond this to statistics and recent magazine articles. It was estimated that there was in Canada 700,000,000 acres of land fit for cultivation, or a territory about equal to the arable land of the United States. In her wealth of forests and fisheries, Canada possesses resources greater than any other country in the world, and the discoveries of her mineral wealth was hardly yet complete and not begun to be appreciated.

Annexation had gained no foothold among our Canadian people, and it was not for the teacher to refute the spread-eagle oratory of Yankee politicians in this direction. Charles Dudley Warner, in his comments on Canada, spoke as follows: "Annexation if put to a popular vote would make little or no showings in the returns, and there were forces strong enough to keep Canada for a long time on her present line of British connection." Erastus Wiman said, "In no part of the British empire is loyalty to British institutions more pronounced than in Canada, and if there is any one sentiment that universally pervades the Canadian people, it is this sentiment of loyal adhesion to British connection, pride in British traditions and personal devotion to their sovereign."

It would be well for teachers to celebrate in some way our public holidays. The exercises last 24th of May at our Provincial Normal School and the pleasure manifested by student-teachers in their display of love of country and Queen formed a happy incident in this connection, and it would have a great influence for good in inspiring patriotic feelings among pupils if above every school house, upon these public holidays, the flag of our country might be seen floating in the breeze.

Mr. Philip Cox, who was appointed to open the discussion, read a paper which abounded with patriotic sentiment. The state ought to demand in return for the care and education of its children patriotism and protection against the innovation of alienating sentiment. Our text books should have a thoroughly Canadian tone, but not prejudicially so, and some idea of the sacrifices made by our forefathers should be taught.

The Chief Superintendent expressed his hearty approbation

of all contained in the papers of the gentlemen, and strongly advocated text books adapted to our especial needs.

Mr. John March of St. John gave an interesting talk on "Hints on Teaching Geography." Mr. March first dwelt on the importance of the study of geography. It should begin as soon as consciousness in the child begins. The individual soon realizes a world outside itself. The school room is its world, then the town or city, then the country, then the nation, and the world, a part of the universe of God. The interest in things about it and use of those things next were dealt with by the speaker. He suggested that teachers make maps; many perforated are now used. He would not use text-books but use newspapers. Hon. Geo. Hibbard's little text-book on geography might be read with considerable interest and profit. He also exhibited an analytical chart made by himself and explained its use.

The executive committee submitted a resolution conferring honorary membership on Sir Leonard Tilley. It was unanimously adopted. Votes of thanks were tendered Mayor Sumner and city council for use of the opera house for the public meeting; to Mr. Wetmore and the Methodist choir for music; to railways and steamboats, to the pastor and trustees of the Methodist church for use of the vestry, and to the writers of papers.

S. P. C. A. Column of Review.]

The Dog-Soldier.

By DAVID KER.

"Who brought that dog here? Send him back at once."

So spoke, in his deepest and sternest tones, old Colonel Eugene Noirmont, as he rode out of the French fort at Biskra, in the Sahara Desert, at the head of a strong body of irregular cavalry, which had been sent to check the raids of a hostile Arab tribe.

"He is my dog, Colonel," answered the junior Captain, young Alphonso de Picardon, glancing apologetically at the small white poodle that was close at his horse's heels; "and I hope you will not object to his going with us, for it would break his heart to be left behind."

"And whose heart will it break," growled the Colonel, "if the brute begins barking just as we're going to take the Arabs by surprise, and warns them of our coming?"

"It is not for me to contradict you, Colonel," said the young officer respectfully; "but, with your permission, I can soon show you that there is no fear of that." Then he turned to the dog and said sternly, "*Jacquot, silence a la mort!*"

Then, at a sign from the Captain, several of the men began to shout, clap their hands, and make noise enough to set an ordinary dog barking furiously, but Jacquot never uttered a sound.

"Very well," said the Colonel at length, "the dog may go; but remember, Captain de Picardon, that I shall hold *you* responsible for his behaviour."