

traditions of the past, and the expression of intelligent aspirations for the future, will best inculcate. Nor need we be too timid in approaching this matter, or hesitate to make it the subject of a timely lesson in native history, for an enlightened patriotism can only exist with a wise and solicitous regard for what the future has in store for us. Primarily, however, let our youth be intelligently informed as to the past, and of the stimulants that lie back in the records of our career, to new endeavour and to greater achievement in the national path. No more important factor can be relied upon in this work than an eloquent text-book on Canadian history, leavened with an intelligent patriotism, and inspired by elevated national instincts. A chapter of one of Parkman's histories, subdued with a page or two of less brilliant narrative, or with a lesson on the constitutional growth of the country, would provide the course to hand; or, if we might not be mistaken as referring to a party-shibboleth, instead of to material for patriotic inspiration, we might suggest Mr. Foster's brochure, "Canada First," as an admirable historical text-book for our schools. To speak of any of Mr. Goldwin Smith's essays on the destiny of Canada, eloquent and thoughtful as they ever are, would, doubtless, be to tread upon volcanic ground. That the arguments of the learned Professor, however, should be familiar to those who pretend to teach a truer wisdom, and a more desirable future for the country, we can only, in passing, emphatically urge. Little as we are, personally, in sympathy with their drift, we cannot too warmly denounce their being characterized as the utterances of disloyalty and unreason. They are not these, and only a prejudiced and illiberal mind can call them so.

But to pass on, our text-books in geography, too, must be native in

their origin,—not, of course, that they should, by giving undue space to our own territorial possessions, to the limitation of that devoted to the rest of the world, foster among our youth either the insular bumptiousness of Englishmen, or the aggravated national vanity of the American, but that, with a wise and cosmopolitan intelligence, they should justly appraise Canada's position and claims as a nation; be familiar with the sources of her wealth; and informed as to the features of her industries and trade. Of these industrial features of the country's commerce, our text-books in geography must largely take note, and the range is not a limited one if properly brought out, as Canada possesses such an area and resource of productive wealth as to rival countries of greater prominence, and of higher national status. So varied and interesting, too, are the physical features of this portion of the North American continent—of which no English or United States text-book could sufficiently take note—that we have additional motive for the production of native geographies, and for such detail, in the portion devoted to Canada, as would do justice to her vast territory and its remarkably diversified features. Hitherto, there have been two drawbacks, however, to the satisfactory study of Canadian geography in our schools, but which we trust soon to see removed. In so purposely discursive a paper as this, it may not be out of place here to allude to them. We refer to the very incidental and totally inadequate manner in which the subject of physical geography is dealt with in our schools, and the indifference of the Dominion and Provincial Governments with regard to cartography. That the teaching of geography, now-a-days, should be limited to lessons on the political divisions of the world, and to the enumeration of gulfs, capes,