

kranz, and Froebel, have seen clearly this doctrine.

When one sees self-activity to be the form of all transcendental reality, he need not have any more difficulty with the transcendental doctrine of the will, because there is no other possible doctrine of the will or the feeling or the thinking. These three are all transcendental, but neverthe-

less they are not to be confounded one with another.—*The Public School Journal.*

It is not by turning over libraries, but by repeatedly perusing and intently contemplating a few great models, that the mind is best disciplined.—*Macaulay.*

THE BEST METHOD OF TEACHING PATRIOTISM IN THE PUBLIC SCHOOLS.

BY MISS BERTHA A. CAMERON, OF NOVA SCOTIA.

IN view of the fact that the future of our country depends on the boys and girls now sitting in our public schools, it must be plain that the subject under consideration is of vast importance and worthy of earnest thought and zealous work. Let us regard it as a high and sacred office to kindle the patriotic fire in the hearts of the children among whom may arise those destined to great service for the elevation of their country.

The first essential to the successful teaching of patriotism is for the teacher to be thoroughly imbued with that love of country which inspires to truest devotion.

“Thy soul must overflow if thou another soul wouldst reach.”

In addition to such incidental teaching as there are constantly occurring opportunities for giving, a certain amount of time should be devoted to regular instruction in this subject. In the registration of time given to each branch, we find a column headed “Moral and Patriotic Duties.” Well are they joined. No one can be a true patriot without being moral; no one can reach a high moral standard without being patriotic.

In my own department we have one lesson a week, but the amount of time given must be governed by the peculiar circumstances of each school. And I would suggest that each teacher write an outline of a course of oral lessons adapted to the pupils in his or her department. Some may feel that the curriculum is crowded, and that we have hard work to accomplish all that is required. But let us remember that if we neglect to implant strong moral and patriotic principles, all other education only better equips the pupil to be an evil to his country instead of a blessing.

And it is with gratitude that we reflect that we are not dependent on a *blind* devotion to the land in which we live. We belong to an empire whose proud boast is that “the sun never sets on its dominions;” an empire which, in all that makes a nation truly great, ranks first in the world. We own allegiance to a sovereign who is admired and revered all over the globe, both as a Queen and as a woman. And “Canada, eldest daughter of the empire, is the empire’s completest type.” Our country has all the elements which