

and groceries" thus had magnificent results, results which we covet for our own Nova Scotia. We have an Act drafted on the British model and are fighting it through to the Local Parliament. The matter was brought up in the House of Commons in 1895; all the newspapers in the country immediately concerned are against the system; the workmen have protested time and again in conventions

and in their lodges; the merchant traders have condemned it in repeated conventions and the people, generally, have signed petitions to the Government for legislative relief from the truck system. It is fair to explain that at the collieries on the mainland of Nova Scotia common sense and decency has abolished this system, but it still remains like a cancer in the Sydney coalfield.

NATIONAL PATRIOTISM.

BY W. IRWIN, PRINCIPAL FLESHERTON P. S.

(Concluded from last month.)

THE teacher should realize that he occupies an influential position second to no other man, not even the clergyman. We may form a slight estimate of his power in controlling the character of the future if we remember that the minister's way to the pulpit, the lawyer's way to the bar, the politician's way to parliament, and the merchant's way to the counting-house, as well as the farmer's way to the plough, all pass through the school room; and the teacher possessed of the right kind of personality has the opportunity of wielding a mighty power in influencing the life and character of all future generations, and inculcating into the minds of all classes a love for what he loves and a hatred for what he hates. How important it is, therefore, that the mind-moulders of a country, the character-builders of a nation, should be men and women fired with all the nobler qualities that go to make a perfect manhood. Bearing these facts in mind and feeling that "children are the to-morrow of society," it is essentially necessary for our truly progressive country that every school should have at its head a truly patri-

otic teacher, whose spirit of enthusiastic loyalty may be so infectious as to be caught and cherished by every Canadian from the Atlantic to the Pacific.

As Canadians we should teach more of Canada, and in teaching Canada we should teach it as only one colony of that vast British Empire on whose dominions the sun never sets. We should have a Canadian History, fearless in exalting the great actions of Canada's great men. We should know more of the geography of our own country. We should know more of our commercial relations, the value of our exports from various sources, our imports, our material advancement, and our relative position in the commercial world—in short, we should know our geography, which consists of more than a knowledge of a few cities, lakes and rivers. We should honor our country's flag and know its significance, and in studying as a patriotic object lesson the crosses of St. George, St. Andrew and St. Patrick, we must appreciate the fact that these emblems are typical of a triune power, ready and willing and able to protect us from any insult that would