

of civic principles, shall we not feel a stronger and more enduring desire to graft upon the characters of our pupils the habit of cheerful subjection to authority?

MAN.' OPPORTUNITIES FOR CIVIC
TRAINING.

The means for building up a definite civic character are many. The mental equipment with which the child enters school is of valuable assistance. For instance, he comes to school imbued with a love for his home and his parents. This love will soon reach out and include his teacher; and under her tactful guidance will, ere long, embrace his companions both in and out of school. He is thus laying the foundation of an earnest, sincere human sympathy that will, with advancing years, gradually broaden until it includes within its scope the people of his country if not the entire human race. Thus, love for country is but a more advanced growth of the love for home, and benevolence is but the ripened fruit of childish sympathy with playmates and companions.

Then again, the reading and language lessons will furnish excellent opportunities for awakening in the youthful heart the proper sentiments; the power of music may with great effectiveness be used to bring forth almost any desired feeling or impulse. The various conditions of every school offer many suitable channels for civic practice. Thus, in removing the banana and orange skins from the pavement or schoolyard, the child is developing the germs of mutual protection and civic sympathy; in voluntarily picking up the piece of paper thrown on the floor of his school-room by some thoughtless pupil, he is exercising the faculties of order and neatness and system, all of which have most important civic significance.

Further, we can have special lessons for the awakening of civic sentiments. We might start with the school-house or some prominent building in the vicinity and hold conversations with the pupils about such points as:

Who built it.

Why it was built.

The uses of the building.

Where the money was obtained.

Why the donors gave the money.

What we think of the donors.

What we would like to do for others.

What we all can do now.

What we will do at once.

This last statement is the only true end of every lesson designed to inspire civic sentiment. It is thought and feeling passing over into the only conclusion of value—action.

PATRIOTIC TEACHERS NEEDED.

Did space permit, other and more detailed suggestions might be given. But the teacher who feels that the preparation of youth for citizenship is an imperative duty, will have little difficulty in finding a way to discharge that duty. What we are more in need of is an awakening of teachers to the grave civic responsibilities resting upon them. When teachers, as a body, come to a full appreciation of the fact that our entire public school system is a civic institution, and depends upon the government not only for its support but for its very existence, and that just as the observance of the laws of health is necessary to the bodily well-being of the child, so civics, which is the physiology of the government, must have its principles wrought into the youthful character if we would preserve the health of our civil institutions. When the teaching profession, we repeat, rises to a full appreciation of the duty of the school to the State, and to a clear recognition of the fact