

cease, because patriotism would induce those reasonable, humane, and pacific feelings which are wholly opposed to injustice and aggression, whether practised by individuals or by states. Unfortunately, the type of feeling which is most in evidence to-day is not patriotism, but militarism, a very different thing. The true patriot wishes his country to be in the right and to do the right in all international questions: the devotee of militarism wishes his country to be strong, so that, whether right or wrong, she may be able to impose her will upon others. It is not too much to say that the military spirit is fundamentally inconsistent with a love of justice for its own sake. It is a very tame business for enormous force to be always tied to exact rules of right; the temptation is almost overwhelmingly strong to blow right some fine day from the mouth of an eight-inch gun, and so set the war-fiends dancing. The nation that sets out to have enormous armaments does not thereby intimate to the world, nor yet to its own citizens, its desire and intention to be always in the right, to pursue undeviatingly the path of justice, but a desire and intention to be able to pursue whatever course may be indicated by national ambition. No one can doubt that in our own country the disposition to trust to right in our dealings with other nations has been growing feebler just as our armaments have been growing stronger. Every new battleship makes it a matter of less account—in the eyes of a large part of the nation at least—that we should be in the right at all. By and by, if things advance much further in the same direction, national honor will be held to demand that we commit some great wrong, and prove at the cannon's mouth that we are able to stand by it.

We confess that this is not what we were hoping for. Some twenty or twenty-five years ago, when the minds of our people seemed turning in the direction of a sound philosophy, we were very far from anticipating that at this date there would be a recrudescence of the spirit which derides philosophy and enthrones brute force in its place. We feel like asking what our schools and universities have been doing all this time. Have they been teaching our youth that, in the matter of citizenship, the highest honor any man can enjoy is to belong to a state whose respect for itself binds it to respect for others, and whose aim is far more to show the possibilities of civilized life at home than to make an imposing display of strength abroad? Do they teach that, if a nation can, without sacrifice of honor or betrayal of the just interests of its citizens, live at peace with all the world, it is its bounden duty, both for its own sake and as an example to mankind, to do so? Do they teach that war and liberty are essentially antagonistic, and that only by parting with a large share of domestic liberty can any nation take its place among the great fighting powers of the world? We fear that, whatever has been done in the way of inculcating these truths, the instruction has been far from adequate. At the same time it is satisfactory to note that, so far as men of scholarship and learning have spoken in the recent discussions of international questions, their voices have almost uniformly been raised on behalf of wide, humane, and reasonable views of national policy.

It was with special pleasure that we noted not long ago a "Symposium on Patriotism in the Public Schools" in the *Interstate School Review*, of Chicago, in which some excellent sentiments were expressed. One writer, U. J. Hoffman, says: "Let children study the lives of patriots, let them read the thoughts of patriots, such as Hawthorne, Bryant, Longfellow, and love of our native land will take care of itself. The requirement of the flag law, that the flag shall float every day, has caused the purpose of the law to be defeated." Another, William D. Kelley, says most excellently: "In our selection of subjects for hero-worship we need not choose war-heroes rather than those who are eminent in the acts of peace and charity. The man who stands up resolutely in the common council or the town meeting for what is right and against what is corrupt and wrong is a patriot, and often a hero, and may be made as truly an example for children as those far removed from them in time, and whose fame is national or world-wide. The teacher should show that governments can commit sins as well as individuals. I would teach a love for the Revolutionary principles and a dislike for our country's attitude in the Mexican war." A third writer, A. Califf, says: "I believe in teach-

ing patriotism, but I do not believe in trying to legislate patriotism into people. I consider the 'flag law' a total failure, so far as the teaching of patriotism is concerned." A fourth, M. W. Marvin, gets to the root of the matter in the observation that "the teaching which tends to develop properly the pupil's sense of right and wrong makes him better acquainted with his duty to himself, his neighbor, and his country, better prepares him for the future duties of a patriotic citizen."

If the teaching given in our schools and other educational institutions on the subject of patriotism was all on these lines, there would be nothing to complain of; on the contrary, there would be much cause for congratulation, and much reason to hope for good results at no distant day. Unfortunately, what with flag laws and other nonsense, it is difficult for the schools in some of our States not to be made subservient to the spirit and aims of militarism; and if the mind of youth is thus perverted, what will the harvest be? These are times when well-disposed citizens should take earnest and frequent counsel together as to the best means to antagonize the hurtful influences that are abroad, and to uphold the ideal of peaceful civilization as the true goal of national progress. —*Popular Science Monthly*.

For Friday Afternoon.

THE CHERRY FESTIVAL AT HAMBURG.

Hard by the walls of Hamburg town,
Four centuries ago,
Precopius his soldiers led
To fight their German foe.
Unsoothed, unmoved, in nature's calm,
The Hussite army lay,
A threatening, deadly human storm,
With Hamburg in its way.

To swift destruction now seemed doomed
The dear old German town,
Before Precopius the Great
The strongest walls went down;
And soon, upon the soft, warm air,
Came sounds of trampling feet.
The Hussites swiftly sprang to arms
Their hated foe to meet.

Ready they stood to meet the charge!
The great gate opened wide;
And out there poured—not armed men,
But, marching side by side,
The little children of the town,
Whose round eyes met their gaze
With innocence, that courage was
Unlearned in worldly ways.

The men threw all their weapons down
At sight so strange and fair!
They took the children in their arms,
They smoothed their flaxen hair,
They kissed their cheeks and sweet red lips,
They told how, back at home,
They left such little ones as they,
And then they bade them come

To cherry orchards, close at hand;
And there they stripped the trees
Of branches rich with clustered fruit.
Their little arms with these
They filled, and with kind words of peace
They sent them back to town;
And all the soldiers marched away,
Nor thought of their renown.

And now, each year in cherry time,
In Hamburg we may see
The little children celebrate
This strange, sweet victory.
Again the tramp of little feet
Is heard, as side by side
They march all through the quaint old town,
In childhood's joyous pride.

Again within their arms they bear
Green branches, through whose leaves
Ripe cherries gleam, and tell a tale
More strange than fancy weaves,
About a bloodless battle fought
Four hundred years ago,
When children saved old Hainburg town
By conquering its foe.

—*The Peacemaker*.

School-Room Methods

BLACKBOARD EXERCISE.

The words "shall" and "will" to be promptly filled in blank spaces:

We — go.

Depend on me, for I — be there.

I — go, if the weather permits.

Charles — carry the water, and Mary — do the washing.

We — speak. You — hear us and our wrong — be righted.

No efforts — be spared that — contribute to the success of our enterprise.

It wrongs me, and I — not submit.

I — be greatly obliged if you — do me the favor.

— you call when you pass, or — I meet you at the corner?

Shall he go? He —.

— he be down by noon? He —.

— I be in time for the train?

It — rain and we — get wet. —*Southwestern Journal of Education*.

COMPOSITIONS.

In addition to daily practice in language work, the older pupils should be expected, as often as once a month, to write a composition upon a given subject. Care should be taken to select subjects about which the pupils know something, or which are within their comprehension.

Dislike to composition-writing is generally due to the fact that the pupils are called upon to give expression to ideas which do not exist in their minds. The average school boy or girl has very dim ideas, or no ideas at all, of such abstract subjects as hope, beauty, and perseverance, and it is no wonder that discouragement and disgust follow any attempt on their part to write upon them. When we remember that the greatest writers have chosen for their themes the simplest subjects, we can hardly make the mistake of giving too simple topics for our children to write upon.

The following list of subjects will be found suggestive of what may be given to older pupils of the grammar grade:

My home.
My grandfather's farm.
The town in which I live.
Our school.
Trees.
The coffee plant.
A picnic excursion.
A sleigh-ride.
A visit to the country.
A visit to the city.
A visit to Mammoth Cave.
How I spent my last vacation.
A journey to England.
A tramp's diary.
Six reasons why a boy should not smoke.
How a shoe is made.
How a barrel is made.
A visit to a paper-mill.
A visit to a hospital.

A visit to a prison.
A letter from Egypt.
Our baby.
George Washington.
Abraham Lincoln.
William E. Gladstone.
Joan of Arc.
The reminiscences of an old tree.
Autobiography of a cent.
History of a loaf of bread.
The old horse's story.
What my dog would say if he could talk.
Good manners.
"A rolling stone gathers no moss."
"All is not gold that glitters."
Intemperance.
Cruelty to animals.
A hundred years ago.

During the latter part of the grammar-school course, pupils should learn to separate their compositions into paragraphs. They may receive some assistance in this direction by studying carefully the paragraphing of prose in their histories and reading books.—*Prince*.

THE DAISY.

There is a modest maiden flower,
That poets call the "eye of day."
Its home is not in artful bower,
But where the wild fields stretch away.

The Daisy, when God's angel's graced
With fragrance every lovely flower—
So meek she was and modest-faced—
Stood far aloof and lost her dower.

—*Anon*.