

one long sermon on patriotism. The patriotic teacher will find many opportunities for introducing incidentally the principal points by which a child will be unconsciously led to be patriotic. Some of our reading lessons are spiced with patriotism; our geography tells us of our territorial extent, our connection with the mother country, and the important position we hold in our relation with other lands through her; our histories tell us of our heroes and give us lessons in civil government; and by a proper development of themes like these, the teacher will find means to inspire his pupils with a spirit of true loyalty. An eminent American educator says: "Every school should teach lessons in civics and patriotism. Whenever the sentiment in any lesson of any study touches the important field of civics, the mind of the pupil should be imbued with its nobility. The teacher should remember that all studies at some time touch the field of civics, and should develop these lessons. Reading and literature

are full of passages fraught with sentiments of love for our country, of confidence in our free institutions, and of respect for our nation's benefactors. Lessons in civics may be learned from geography when it treats of our material resources; from arithmetic when it deals with taxes or duties; physiology when it teaches to preserve health and develop power in the individual that he may be a stronger and better factor in the government. Interesting object-lessons may be given by taking the classes to court-rooms, council chambers and legislative halls, where they may observe for themselves the processes of government in actual operation. In addition to all this, leading economic questions should be selected for free discussion. By this means the pupils are not only profited by drill in debate, but are put in possession of the power to investigate for themselves all questions of public importance, and they also acquire the power and courage necessary to stand and defend their views."

SOME REFLECTIONS OF A SCHOOLMASTER.

ALMOST a quarter of a century has passed since there appeared in *Maga* a short series of papers under the title "In my Study-chair." It is an accident of our good fortune that we are privileged to take an affectionate and hereditary interest in those papers, written as they were by one who not only could appreciate to the full the worth of other men's books, but also had himself the pen of a ready and a graceful writer. His was one of those rarely cultured minds to which nothing appealed more strongly than the treasured works of the old-world writers, and the volumes on which his eye loved to dwell as he sat in his study-chair were those

Ancient Classics with which he himself kept up a lifelong friendship, and into the contents of which, in his later years, he so ably contrived to give "unlearned readers" some insight. Dear to his heart were the books themselves, and dearly cherished the associations connected with the early study of the prose and poetry of what to the modern advocate of a purely utilitarian education are indeed dead languages, but which, as an appreciative student justly remarked, "must continue to be the key of our best English literature."

That only a very moderate portion of that spirit has fallen to our lot is the misfortune of a less intellectual