

defend herself against great odds. The more a child knows of his country's story, and realizes what a glorious inheritance it is which has been handed down to us from our forefathers, the more firmly rooted will become the determination to defend its liberties and keep its honor untarnished. And so the patriotism engendered is not only military, but civic.

A certain school had in conjunction with its history books a supplementary reader called the "Citizenship Reader"—a book which dealt with the general and broad principles of good citizenship. One boy in the top class became ill with scarlet fever. His mother, as is frequently the case with mothers, preferred to nurse her boy at home rather than have him taken to the hospital. This plan suited Aubrey's particular desires, but troubled his conscience, and frequently during his delirium he was heard to mutter, "It's dandy being at home if a fellow's ill; but if I were really thinking of the others round me, I'd go to the isolation hospital! Wouldn't it be awful if somebody became ill just because I am selfish!"

Aubrey's history lessons, or his reader—or probably both—had made of him a true patriot of his city.

A great aid towards implanting this patriotic feeling is the learning and singing of national songs, and songs of home life, e.g., "Rule Britannia," "The Maple Leaf," and "Home, Sweet Home."

"I knew a very wise man," said Andrew Fletcher, a couple of centuries ago, "that believed that if a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Lord Wharton boasted that by "Liliburlo" he had rhymed King James out of his kingdom.

History develops the minds of our pupils. It stimulates their imagination (particularly in the lower grades), trains the memory and develops the reasoning powers.

The mind training given by history, as is the case with geography, is absolutely necessary for an intelligent reading of the newspaper or any other current literature.

History, properly taught, helps to develop character. It should arouse enthusiasm for what is good and noble, inculcate respect for what is great, and lead to the recognition of our duty and responsibility in social and political matters.

"To set the cause above renown.
To love the game beyond the prize,
To honour while you strike him down,
The foe that comes with fearless eyes;
To count the life of battle good,
And dear the land that gave you birth,
And dearer yet the brotherhood
That binds the brave of all the earth."

"History," says a French writer, "teaches patience to those who lack it, and hope to those who grow discouraged." There should not, however, be any dry moralizing. The subject should be so treated that the moral influence is felt, not preached.

In this connection biography has an important bearing, beyond the fact that the history of a nation is inseparably bound up with the lives of its great men. Children are great hero-worshippers, and Prof. Blackie says, "There is no kind of sermon so effective as the example of a great man."

"Speak, history! who are life's victors?

Unroll thy long annals and say.
Are they those whom the world called victors,
who won the success of a day?

The martyrs or hero? The Spartans who fell
at Thermopylae's tryst,
Or the Persians and Xerxes? His judges or
Socrates?

Pilate or Christ?"

To teach history successfully the teacher must have a thorough knowledge of her subject. As in every subject, one must know more than one has to impart. The teacher must be able to correlate her subject, especially to geography and literature.

She must be able to direct her pupils in their study and in the use of supplementary reading.

She must have the ability to present the subject in a clear, vivid, and interesting manner. She must provide interesting and entertaining details, and yet leave the important facts outstanding in importance.

So far as the school is concerned, the teaching of history appears to fall naturally into three stages, that aspect of the subject being presented in each which most nearly accords with the character and wants of the pupil at the time.

The Earliest Teaching is the picture and story age. Anything like formal teaching of history with young children would be out of place, but it is quite possible to do much to prepare for the later instruction of a more systematic kind.

The child's love of stories and pictures should be utilized. He will dearly love to hear, and to see portrayed, stories of personal adventures, accounts of what men did in past times—how they lived, and dressed, travelled, and fought—deeds of heroism, picturesque descriptions of striking events within his comprehension. More than that, he will dearly love to re-act those adventures of the heroes of old—and there's our subject matter for some of our language lessons.

2. The Intermediate Stage is just a continuation of the primary stage, and aims at an acquisition of a clear and well arranged programme or outline of the more important facts of a nation's growth and development. This forms the foundation for the

3. Third or Upper Grade Stage, by which we mean the systematic study of the subject of history.

In this stage the history should be studied in periods or epochs, and information should be grouped under and around leading events rather than under monarchs. To divide up the subject of history by the accession of sovereigns is a most arbitrary and senseless plan.