

The flag and what it stands for will furnish another series of lessons. Our children should know something of the glory of the old flag which waves over the British Empire, the flag which has been borne at the head of victorious armies, which floats over the ships of the greatest navy of the world, under which all people are equal in the eye of the law, and under which freedom of speech and freedom of conscience flourish, the flag under which have gone forth the great religious and civilizing influences of the world.

And in addition we must not forget the flag which speaks of the aspirations of a younger Britain, which does not speak of battles on land or sea, but which speaks of immense Provinces welded into one grand Dominion with the intention of being an influence for good in this Western Hemisphere.

We should have in all classes instruction in regard to our National holidays, the Queen's Birthday and Dominion Day. Some exercises to call the attention of the children to these days might profitably be given in all grades. Teach the children whether of native or foreign birth that they have an interest in our country and our flag and we will soon see the expressions French Canadian, Irish Canadian, etc., disappear. We shall be all Canadians and loyal British subjects, and although the old people will naturally retain a love for their fatherland the children will be taught to feel that Canada should take first place in their hearts.

The pupils should be taught that they owe duties to the State. The State protects them and extends to them many privileges, our various municipalities provide for them various comforts, and it is their duty as loyal citizens to obey the laws and assist in the administration of law, that when they grow up they become partners with other citizens in the government of the country; and when they shall receive votes the casting of their ballot will be a solemn duty; that they will be responsible if we have bad rulers, that it is a disgrace for a man to vote for unworthy measures, that the man who sells his vote is unworthy of the privilege. Again, the State may require them to fill public offices. Let them be taught "That a public office is a public trust," as it has been concisely stated, that the patriotic citizen should feel that the State is entitled to his services. There are comparatively few citizens who will not take up arms to repel a foe, but there are many who dislike to accept public offices and in many cases those best fitted are the least aspiring. Probably the contemptible partizan criticism of public men has much to do with this lack of inclination.

And above all, we must teach a broad tolerance for each other, no narrow provincialism, no narrow partizanship, no narrow creed should result from our teaching. We prefer our province, our respective political parties, our respective creeds, and we have a right to our opinions, but we must remember that others have just as much right to their opinions. Do not let us, or do not let our children, imagine that our province is the only one of the Dominion, that our particular political party contains all the brains and morality of the coun-