

had a Bannockburn. History falsifies fact when it teaches that the English conquered Scotland. The patriotic love of native land still burned in the hearts of the Scottish people, and they only-awaited a favorable opportunity to reassert their independence, and later on this said-to-be conquered country gave to England a crowned head, one of whose descendants to-day sways the sceptre of that mighty empire whose colonies encircle the globe. A truly patriotic people knows no such thing as conquest. Goldsmith says:—

The shuddering tenant of the frigid zone
 Boldly proclaims the happiest spot his
 own ;
 The naked negro panting at the line
 Boasts of his golden sands and palmy wine.

Here we have it, a beautiful text ; it may or may not be true, yet it contains a beautiful picture of contentment—one of the most potent forces in building up a national loyalty and engendering a love that is characteristic of and essential to true patriotism. Now, let us look at our own country, see what we have to be proud of, and investigate by what means we can imbue the minds and hearts of our pupils with a love for their native land.

We have much to stimulate a pardonable pride—an extensive territory of fertile soil, vast mineral wealth, valuable timber areas, a most salubrious climate, an inland water communication such as few other countries can boast of, world-renowned fisheries, a network of over twelve thousand miles of railway and telegraphic and telephonic communication, unsurpassed in proportion to our requirements by any other land. Our postal system is almost perfect, and our civil and religious institutions are worthy of our deepest admiration. Our country is young ; the industry, skill and energy of our forefathers have transformed it from its primeval solitude into smiling gardens, luxuriant cornfields, and

populous marts of trade. Our sails of commerce are wafted by the breeze on every ocean, and our merchandise is entering nearly every port ; and now, even young as we are, we occupy the third or fourth position among the trading nations of the world. In science, art and literature we occupy no mean position, and the possibilities and developments of the twentieth century no one dares to predict.

In the educational world we are making phenomenal advancement. We consider our school system second to none, each department being so related to the other as to form an educational ladder from the kindergarten to the university. The true teacher of to-day is an educational artist ; his work is scientific. He must understand the nature of the material on which he works, must be able to take a psychological view of the child's mind, and knowing its operations he is able to impart instruction by the most modern and most rational methods. The child of the past was often treated as if he were a mere passive recipient ; but the child now is an active agent in the acquisition of knowledge, so that teachers and taught are co-workers in the harmonious and symmetrical development of all the intellectual faculties. Our teachers, with few exceptions, are men and women of principle, integrity and uprightness of moral character ; and if it be true that "like begets like," we must have growing up amongst us and around us an army of boys and girls who will develop into men and women of the same stamp. Let us have true patriotic teachers, and we'll soon have a patriotic people that will defy the very worst forms of despotism. We don't need special textbooks on patriotism. We don't want long-winded sermons on loyalty. What we do want is an army of teachers so full of love for their country, and for its institutions that their lives will be