

sentiment firmly and indelibly upon the minds of the children?

First, then, there is a wide and promising field for this work in the teaching of Canadian history. Somebody has said that we have no history, and truly many of our schools and teachers seem to have proceeded as though that assumption were true. How many children have gone from our Public schools during the last decade without a knowledge of even the most important points in our history? And among those who do attempt to teach the subject systematically is not the object kept in view, simply the enabling the pupil to pass an examination, or read intelligently, rather than the making him realize his personal interest in the subject? Canadian history should be brought home to the feelings of the pupils in a quite different manner from that of other countries. A new element must be introduced, the emotional element, and the sympathy of the pupils must be aroused, while they are taught to feel that, as the record of the past events and former citizens forms the history of the country, so they and their acts, whether good or evil, will help form the history of the years during which they live. Appeal to the noblest feelings within them and lead them to resolve that the history they help to make shall be honorable and good.

Where is the boy, or girl either, in whose bosom the skilful and earnest teacher cannot kindle a spark of patriotism and noble pride by the teaching of the heroism and industry of the first settlers in this Ontario of ours? And what teacher will confess that he cannot make such lessons react upon the thoughts and emotions of his pupils in such a way that they shall always be the better for having studied these examples of loyalty and self-sacrifice? The zeal and self-denying labors of such men as Governor Simcoe in the interests of the country, the rallying to arms through the whole length of the country in 1812, and the heroism and hardships of the Canadians of those days have a peculiar charm for our youth, and form excellent material for the work in hand. Again, the agitation that culminated in the rebellion of '37' has its lessons—of a different nature it is true—but just as valuable as any of the others. This subject may be made to strengthen in the pupils a hatred of injustice and tyranny, while at the same time they are taught the dire evils that attend rebellion against the law. The proper use of privileges and the evil of abusing these can be brought out and the pupils impressed with the important principle that all public positions are a trust from the people and never to be used to serve selfish or dishonest purposes. These few events are only suggestive; many others can be found to serve the same useful end, and make Canadian History a guide and example to those whose task it is to work out other national problems.

Along with this knowledge of history the pupil must be given a full knowledge, so far as his maturity of intellect will allow, of the civil and political institutions of the country. In teaching these we must bear in mind that it is a citizen we are training, and that if these institutions are to be an honor rather than a reproach to us they

must be kept pure. Every individual citizen must be made to feel a personal interest in the necessity of this. The heinousness of the offence that is being committed by the citizen who either sells his own vote or buys the vote of another must be impressed. The evils of partyism must be pointed out and the pupils taught that they should form opinions of their own on all matters of state. Teach them that the only safe guide is principle and that they should put the interest of country before those of party or self, for if this lesson is not learned during one's school days it is very likely never to be learned.

Corrupt practices at elections and other political evils must be stamped out, and the only way to do this is to get up a proper public sentiment against them. Among the older members of the community this is very difficult, for do we not find scores of men, honorable and moral in all other matters, so steeped in partyism that they will wink at very questionable political methods and condone the manifest shortcomings of their party representatives on all occasions? Many a good man who in his personal affairs and in matters religious reverently believes in the over-ruling Providence of a Divine law giver, seems to act as though political affairs were entirely without the sphere of Divine control, and, indeed, the ruling spirit (at least in the ranks of the opposite party), satanic in its nature. He has no compunction in following out the old adage "Fight the Devil with fire." The advantage of party government must be shown, but the pupils must be taught not only to refuse to stoop personally to any illegal or corrupt methods of political warfare, but to set their faces sternly against it and root it out of both parties.

Then, again, the subject of Geography affords excellent opportunities for the work of building up a Canadian nationality. Truly we are a favored people in respect of the natural advantages of climate, soil and natural facilities for transportation that we enjoy. Many a people with not one-tenth the blessings that are our portion have fought and died for their fatherland; ought Canadians then to be traitors or ought they lightly to esteem the riches of their country?

The glorious possibilities of Canada, with its boundless mineral wealth, its inexhaustible fisheries, its magnificent forests, its fertile soil and its healthful and invigorating climate, should receive much attention in the school-room. It is also the duty of the teacher to foster as much as possible the feeling that the people of the various provinces are brethren, with common institutions, common language, common interests and a common destiny. Teach the children to take only less interest in the Maritime and Prairie Provinces than they do in their own Ontario. Explain to them the importance of our waterways and railway systems. Show them the advantages that we reap from the labors of men of former times, and that as these men labored for our benefit we ought to labor not only for ourselves but for those who are to take our places when we are called hence.

Last among the factors to be employed in the fostering of a national sentiment is the teacher himself, for the success or fail-

ure of this, as of other school work, depends upon the energy, ability and enthusiasm that are brought to bear upon it. Every teacher in the country should, then, be a Canadian in the truest, broadest sense of that word. He should be alive to his own duties as a citizen, should conscientiously discharge those duties, should study the history of the country and the growth of its institutions earnestly and in a fair-minded spirit, seeking to know only the truth. He should keep up with the times and carefully study the political questions of the day, and above all he should not allow himself to be so biased by political prejudice that he cannot discern what is good for the country and what is evil in the policy of both parties. A teacher above all should be broad in his views, fair-minded and fearless in his criticisms and independent in his support of either political party, acknowledging no allegiance in politics except to his country, and seeking always to secure and promote good government. He should be too noble, too upright and too patriotic to descend to any of the petty and contemptible tactics that so often characterize the narrow-minded partisan. Let us always and everywhere protest that righteousness belongs as well to the administration of affairs of state as to private conduct and affairs of church, and let us strive constantly to frown down and stamp out all sorts of corrupt practices that degrade both political parties and the country generally. Is it not a disgrace to us that since the recent provincial elections in Ontario protests have been entered against about one-half of the members-elect? Is such a condition of affairs to continue? If so, we as teachers are to no slight extent responsible for it?

Let us denounce these evils and teach our pupils to do so likewise. General principles of morality are no doubt taught in most of our schools, but this is not enough. Specific applications of these principles must be made to the particular evils that we wish to eradicate.

Let us then, the teachers of Wentworth county, resolve to do our duty in this matter, and seek to do all that lies in our power to foster in our pupils a sentiment that shall achieve for Canada a foremost position among the nations of the earth. Let us be true to ourselves, our country and our God, and future generations will rise up and call us blessed.

DARE forsake what you deem wrong,  
Dare to do what you deem right,  
Dare your conscience to obey;  
Nor dare alone, but *do* with might.

"WE are compelled to make each child the subject of special study. Just as the portrait painter gives to each person before him individual attention, so must the teacher. The true teacher is an artist in a grander, higher, better sense than any painter, however perfect he can possibly be. He can classify all on the basis of their attainments in a certain branch of study. Better considerations, drawn from the nature of mental and bodily activities, govern class arrangement and grading. In doing this he must have the perfect freedom of the artist. How absurd it would be for a board of directors to dictate to a sculptor where he shall cut his marble; equally absurd it is for anyone not a true teacher to assume to direct the *artist-teacher* in the classification of his pupils. Freedom that comes from thorough knowledge must never be abridged."—*Jerome Allen.*