

is the duty of each one toward it? etc., etc. Soon there will be an election of officers in this town. What officers are to be chosen? What is the general duty of each? Why are they needed? etc., etc. Try to overcome any feeling of indifference which may manifest itself. Make the pupils see that each one should have an interest in everything regarding the public welfare and that each one should feel jealous for the honour and good name of our own town, our own province, our own Dominion, the whole British empire. Impress the fact that every individual is responsible to a greater or less degree for the existing state of things, and if anything is below the proper standard, it is mean and cowardly to sit down and croak over it, comparing it unfavorably with some other country; that the true way is to rise in our strength and do all in our power to make things better. We have sometimes heard the remark made by strangers "Parrsboro has a beautiful situation, but the people seem lacking in public enterprise." Let us strive to nourish such a public spirit in our own town that any such statement will fall for want of even a grain of truth for support.

Fourth.—Let the pupils memorize stanzas of patriotic poetry in the lower grades, and in the high school, extracts from patriotic speeches of great statesmen. This will be found a valuable help in awakening enthusiasm. We want the patriotic sentiment to be a joyful, living, stirring thing. A few weeks ago I read something in a magazine to the effect that Canada had no poets; that there were some pretty versifiers. Though not presuming to be a judge of poetry or a critic, yet I affirm with confidence that we have poets. For poems suitable for memorizing, I would like to direct your attention to two small volumes, "Canadian Poems and Lays," and "Later Canadian Poems." In them will be found pieces of pure, fine, rousing patriotism, and some most exquisite gems descriptive of Canadian scenery. Less than a dollar will purchase both of these books, so they are within the reach of every teacher. Before I learned better by experience, I used to allow a part of Friday afternoon for recitation of poetry, or more properly rhymes, allowing the pupils to make their own selections. I no longer do so. Now I select the piece and teach it to the whole school in concert. This makes a good lesson on patriotism through all lower and middle grades by selecting such a piece as "Canada to England," an anonymous poem in one of the above mentioned collections, or Prof. Roberts' "Canada."

Fifth.—Teach patriotic songs. Every one knows something of the influence of music. There is no more rapid or more sure way of spreading any sentiment than through the voice of song. Numbers of instances immediately flash through our memories. What army ever marched to victory without music? What great movement ever gathered its followers without its own peculiar songs? Song will find a lodging place in the hearts of both old and young when other methods fail. Nothing more quickly touches the sympathies, nothing makes more lasting impressions. Gather up songs in praise of our country, songs commemorating great victories in battle, songs in honor of our flag. And we will find that the children will not forget

"What the song has fastened surely as with a golden nail."

We take it for granted that our national anthem is sung in every school. We have a book entitled "National and Vacation Songs" which is very good though limited in quantity and variety. But it contains several fine songs suited to the school room such as "The Maple Leaf," "Fair Canada,"

"My Own Canadian Home," and others. As far as I know, we have very few good patriotic songs for primary grades. We need something attractive and simple in language and melody that the children will take to readily with the same kind of delight as they do their simple Sunday-school hymns. But until we get this let us make the best use of what we have. In connection with patriotic songs and recitations, it would be a good plan occasionally to have an afternoon devoted to patriotism. Gather up what has been learned on the subject during the past months and make out a programme. The teacher might get up a special review lesson, the older pupils have short essays on some of our heroes, while the younger ones could have appropriate recitations, the whole interspersed with rousing patriotic songs.

Sixth.—Make much of public holidays. We have not so many of them but that we can afford to celebrate those we have. Just before a holiday is a good time to spend a few minutes talking about it. Explain what the day commemorates, and why we should mark it by something different from other days. Just as celebrations of birthday anniversaries draw all the members of the family together in their joy, so does a national holiday form a great bond of union, and bring us all nearer in a common brotherhood; and this feeling of brotherhood we want to foster: brothers in one great nation, true children of the great motherland.

Seventh.—Honor the flag. Fling it out to the breeze on every public holiday, and on all occasions for special rejoicing. Let it float half-mast for a common sorrow. Hundreds of noble lives have been laid down to do homage to that piece of bunting, our own old English flag, and to save it from dishonor. Shall we not hold it in reverent love? Show that the flag represents not only our Queen, our government, our people but all the great and good deeds done beneath the protection of its colors. In addition to a large flag to be hoisted outside of the building, every room should have a British ensign with the Dominion coat of arms on it. The Union Jack itself is a fine subject for a lesson. There is a great deal of interesting matter in connection with its history. When and how did it originate? Why is it so called? How is it modified to suit the Dominion of Canada? What emblems represent the different provinces? What is its meaning and its value to us? Why should we be proud of it and love it, etc., etc.

In the above I have aimed at being suggestive rather than exhaustive in any one point. A ready-made lesson is of little value to any teacher compared with one on which individual time and energy have been expended. In the teaching of patriotism as in any other subject, one must have an unwavering conviction of its value, and a definite idea of what to teach; after that a live teacher will find ways and means of accomplishing the object. If I have succeeded in giving any new ideas, or helped to inspire any teacher with fresh enthusiasm in the teaching of patriotism, I shall be satisfied. With faith in our God and faith in our country, let us labor—

"So in the long hereafter, this Canada shall be
The worthy heir of British power and British liberty."

BERTHA A. CAMERON.

Parrsboro, Dec. 20th, 1894.

If you wish your pupil to make a good showing in the examinations, have him commit the lessons to memory and repeat over and over again until it is impossible for him to forget. But if you want him to grow strong, arrange his work so that he can do nothing without depending upon his reasoning and understanding.—*American School and College Journal*.