

mentioned collections, or Prof. Roberts' "Canada."

*Fifth*.—Teach patriotic songs. Everyone 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 schoolroom, 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 pro-

gramme. 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 to 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?