

sions, some should go to the upkeep of the School and church. The children will take more pride in and care of the church if they feel a personal responsibility toward its support.

Let us always realize that, while we teachers personally receive more than we give, when we dedicate our services to religious education, the School is here primarily for the development of the child, not for ours. Let us do all the talking, but let the children tell their little experiences, and under wise direction take part in the discussions. The different classes in the Primary Department may feel responsible for taking leading parts on different days. For example, when our third

year Primaries concluded a series of lessons on the life of David, each child in the class told in his own words one of the stories of the series to the whole Department.

Let us aim at having good singing by choosing suitable hymns, with good tunes. It saves time to let the children learn the words in their own classes or at home. Before separating into our various classes, if any child has had a birthday, single him out, and have the regular birthday service.

Let us never be satisfied with the mediocre, but rather let us aim to have the opening exercises better, brighter and more helpful than the preceding ones.

London, Ont.

Teaching Patriotism to Juniors

BY MISS MADELEINE MAC TAVISH

We, who have attained to manhood or womanhood, are often wont to imagine that of patriotic sentiments, and desires for service, we have the monopoly,—but . . . let us forget how "grown up" we are and, for a little while, consider the children of to-day, and of these children, the Juniors.

In the first place, we must try to reason out the question from the viewpoint of the child. Children of to-day are being brought up under a heavy handicap. Often their first recollections are tinged with sadness, over a great loss, which they can feel, but not understand. They, particularly in the city, are constantly under the spur of excitement.

Again, in many cases, the absence of the father on military duty lays a double responsibility upon the mother. It has been asserted that since the War there has been an increase in juvenile delinquency, attributed to the removal of paternal authority, but no doubt, in a great measure due to the powers of suggestion, and the stress and strain of daily life. These are the days of overtaxed nerves, aching hearts and breaking hearts, and we cannot wonder that the child, the mirror of its environment, should in his life, portray the likeness of his daily atmosphere. But, though these are days of sadness, they are also days of service, and though we may not all be heroes in the strife, we may be helpers, one and all.

Teachers of Junior classes have an excellent soil in which to sow seeds of service, for that is what real patriotism should ripen into. A patriot is one who loves his country, but more than that, one who is willing to suffer, if need be, to uphold the high ideals for which his country stands, one who stands for the right in everything which pertains to the welfare of his country.

Children of Junior grades may be readily

taught the true meaning of patriotism. They are naturally hero worshipers, and being fond of reading, will eagerly drink in stories of heroes, past and present, which readily will stimulate impulses, and help towards the formation of an upright character. The teacher should suggest suitable books to the children. Ministers and teachers should consider the children and whenever possible give them a share in every patriotic movement. When the various societies of the church are having "showers" for the soldiers, let the children make their contribution.

Junior pupils will readily fall in line with the food conservation and necessity for more production demand. They will try to "do their bit" if properly instructed. They can be shown that patriotism means more than watching soldiers march by, to the beat of the drum or the whirr of the bagpipes, more than the waving of the flag, or the singing of patriotic songs. All play an important part, but are merely a means to an end. Children should be taught that our soldiers are fighting not for love of militarism, but from a sense of loyalty to England, defence of Belgium, for love of all that our country stands for, righteousness, liberty, honor, and that ultimately peace may prevail.

Juniors who are skilful with handwork might have the principles of patriotism further inculcated upon their minds, by the use of scrapbooks, for which they could easily design a cover. Talks could be given on the Union Jack, which could be drawn and colored. Patriotic hymns and songs could be written in the books, and short compositions about heroes. Maps would form a feature.

By these and other means a flame of fervent patriotism may be fostered in the hearts of the scholars.

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