

removal of the United Empire Loyalists from the rebel colonies? Can we not speak with pride of the action of Canada during the war of 1812? But not only in battle have we had our heroes. Other patriots have we, no less great, who have not wielded the sword, but who, in times of peace, have loved and served their country with equal devotion. Not only through the ear, but also through the eye must we appeal to the emotions and sympathies of the children. They are always greatly influenced by their surroundings, and pictures make strong impressions. Therefore I would have in every schoolroom a portrait of our Queen, and portraits of those noted for their devotion to their country.

*Third.*—Give lessons on our government, beginning with the government of our own town. Try to interest the pupils in all public affairs. True patriotism lays the axe at the root of all selfishness. Lead them to see that none of us lives to himself, but that each must consider what is the highest good for all. Make use of current events. The new school-house will be opened in January. Who built it? For whom? What 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 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