

So far I have endeavored to give a presentation of the subject from a rational standpoint. We can hardly hope to make true patriots through intellectual training alone. We are all more or less emotional. We need to cultivate the heart as well as the head, and I believe there is no more powerful means of touching the emotional side of a man's nature than through the power of song; hence the necessity for teaching in all our schools those patriotic gems of national song whose influence fires the soul and awakens the emotions. The poet says, "Let me make the songs of the people and I care not who makes the laws." In the teaching of song, as in everything else, the teacher must *feel* what he is doing. "O Pedagogy, how long wilt thou continue to darken with thy rules, leading-strings and machineries!" We have too much conventionality in our teaching, and we will hail with delight the advent of the time when the teacher will be measured by his ability to make true citizens rather than his aptitude to cram intellectual storks for the passing of some literary tests. We want a loyal people if we are ever to be a great nation. We should love and respect our country's flag, and from every schoolhouse throughout the length and breadth of the land it should be seen floating on every national holiday. We should have a patriotic school paper, unstained by party politics. We should have a day in each year devoted to the commemoration of our dead heroes and our patriots of the past. We should know the lives and characters of our nation's benefactors, and try to emulate their virtues. The teacher should be able to put on an emotional garb, and awaken the emotions of his pupils by a touching appeal to their sympathies, in explaining the conduct of our heroes. We have had few wars. In no case have we been the aggress-

sors. Our school history says very little—much too little, to give us inspiration. Let us supplement these dry facts when we can, by reading to our classes literary gems whose tendency is to awaken the emotions. The reading of Hull's bombastic proclamation to the Canadians, coupled with a telling word-picture of his subsequent cowardice when he saw the first redcoat, and heard the yell of the first Indian, will give to "the war of 1812" a vividness it never had before. The teacher must feel what he teaches, and weep if necessary to give emphasis to his teaching.

We want a system of ethics that will not stop with the individual, but extend from the centre to the circumference of all our corporations, even to our legislative halls, for after all we may say and do, we cannot have a truly loyal, happy and progressive people unless the light of our constitution is made to shine in the hearts and homes of all classes; then, and only then, can we look for the truest loyalty, and feel that Canada is a habitation of patriotism, and the teachers of our public schools are the Archimedean levers to whom we must look for the accomplishment of this great end.

Permit me to say a few words with reference to the qualifications of the teachers who can aid in bringing about these results. The state says he must have enough intellectual power to enable him to pass his literary examinations; he must have good morals, but his certificate fails, and ever will fail, to show his percentage of morality. There are other forces without which no teacher can be successful in building up a true citizenship. He must be truly patriotic; he must have character; he must have a strong personality; he must have sympathy, and he must have will power. How is it that a teacher of Herculean strength physi-