

partisan of no politics, a follower of no religious denomination. There are great truths—moral truths of fundamental importance, upon which all creeds can unite—and more it seems impolitic to endeavour to teach. All are agreed it is wrong to steal, to swear, to lie, or to be treacherous or dishonest. Wherever instances of these occur in history, I presume the teacher is but fulfilling his duty to point out the consequences, and to deduce whatever moral can be drawn. But the chief objection to historical teaching arises not from these, but from opinions advanced upon some point of controverted doctrine, as foreign to the substance of real history as the feathers on the head-dress of a North American Indian are to the necessities of his clothing. But even these themselves in the hands of an intelligent teacher might be made to give zest to the subject rather than to repel the student from it. Various opinions might be cited, and the pupil left to draw his own conclusion. It is necessary in Canada that there should be no bigotry or intolerance. These northern skies, this bracing air was meant to nourish freemen, and conscience should be as far beyond all earthly control, as far above all human power, as those ethereal hea-

vens that bend in everlasting majesty above us. Dwelling as we do here, Catholics and Protestants, Dissenters and Churchmen, all creeds and all nationalities side by side, bound together by a thousand ties, natural, social, political, we can ill afford to consider another man a pariah because he attends a church different from ours, or subscribes to a creed the chief tenets of which we do not hold. No one is fitted to teach history until he has learned enough of it to overcome that delusion. Let us not be like that famous French river which, receiving the waters of a tributary, declines to mingle with its stream, but bears it on clear and distinct by itself. Let us try rather to imitate our noble St. Lawrence which, rising far up amid the snows of the north, gathers in its course waters of every clime and every hue, rolling them, and purifying them, and assimilating them to himself, until increased by their volume and strengthened by their weight he pours in one giant stream to the ocean.

I had purposed in this article advancing a few reasons in support of a more thorough study of Canadian history in our schools, but I fear my allotment of space is already fully taken up, and I must leave this for another.

IN the Normal School of Nova Scotia the theme announced for the Lorne Medal was "Qualifications of a Teacher Not Contained in the Syllabus;" but, before the "original" essays were sent in to the examiners the same topic was given for a class exercise, and the competitors had the benefit of sundry corrections and kind suggestions from the Principal. As prize compositions in the land of Evangeline invariably find their way into country papers, no wonder that the uninitiated public, as well as the examiners, should be delighted with the high standard of excellence *displayed* by this favoured institution! It is said, nevertheless, that one thoughtless and disrespectful student actually observed in his essay that honesty and straightforwardness were essential "qualifications" of a successful teacher.

AT the last meeting of the New England Association of Superintendents, a Committee appointed for the purpose reported the following definitions formulated from answers received from members of the Association:

1. What is Teaching?

Teaching is the process of arousing and directing the mental activities in such a way as will lead to the acquisition of knowledge and to the development and strengthening of the faculties.

2. What is the Word Method in reading?

The Word Method is the presentation of the word as a whole as the representative of a conception.

3. What is Discipline?

Discipline is the systematic application of principles of thought and action to the conduct and training of pupils.