

while Papineau and Mackenzie were wrong in inciting the people to revolt, yet the revolution brought the Imperial Parliament to their senses and Lord Durham to Canada: and that as a result of Lord Durham's inquiry, that which had been asked for and denied was ultimately granted: then I shall begin to think that that pupil has had a peep at the nation and that he begins to understand the meaning of the word History.

There is no anecdote, no peculiarity of manner, no poem too insignificant to be used if it will illustrate the operation of laws, of religion and of education in the development of a nation. Professors of Botany explain how plants grow: Teachers of History should show their pupils how the nation has grown and is still growing. Therefore History includes Geography, Literature, Science, etc. But there is a difficulty at the outset which every thoughtful teacher realizes. How shall he decide what are the chief events of Canadian History which will satisfy the June Examinations? My answer to this question is simply this, a view of the history of a nation will be sure to exhibit some prominent features, while others will naturally retire in perspective.

In teaching, prominence should be given to characters or events just in accordance with the degree in which they assisted in developing a nation. These will be the chief events and will always remain so whether they will satisfy the June Examination or not. The next difficulty to be cleared is, How shall I use the History authorized as a text-book? Lord Bolingbroke in his "Letters on the study of History" says, "Some Histories are to be *read*, some to be studied and some may be neglected entirely, not only without detriment, but with advantage." The two books authorized for use in our schools seem to me to be types of the first and last description respectively.

A child can read with great interest and advantage Dr. Miles' "Child's History of Canada", but disappointment and final disgust await the unfortunate Academy student who tries either to read, or to study the book authorized for his grade unless he does so under the direction of a skillful teacher. One might just as reasonably expect to have a competent knowledge of English Grammar after reading straight through a Dictionary as to be able to trace the story of the growth of this country by reading straight through the book we have to use. How then, shall we use Mr. Clement's History? (for I suppose it has its good points). For my own part I have been able to use it only in connection with other Histories or historical note books, and to those who have not tried this plan I can cordially recommend the experiment for consideration. The notes in the Historical note books are generally arranged in chronological order: Therefore by finding the event in the note-book, we can refer to the index at the end of the text-book, and in this way find the paragraph explaining the note. Having collected and arranged our paragraphs we may proceed to read in some such order as