

ment on every occasion. The good teacher scarcely ever uses it, and the ideal teacher, never. Therefore, against bunglers let it be spoken, but take not away from the good teacher the right to use corporal punishment, as a last resource, not even to give this right to a more competent person, for, it is impossible for the latter to understand thoroughly the nature of the offence, and consequently equally impossible for him to inflict an adequate punishment. "Grant the right, but avoid the use" should be our motto with regard to corporal punishment. Let the *Witness* commence a crusade against the right of bunglers to teach, and not against the right of teachers to punish, and it will have our most earnest support in its crusade.

THE STUDY OF CANADIAN HISTORY.

History is undoubtedly one of the grandest of sciences, and, perhaps, the most potent of all in promoting man's intellectual development. For history, if it catches up and reflects the spirit of great ages, noted men and important events, is a philosophical treatise intelligible to all, and pregnant with useful information for all. A history of this kind sets before our delighted view the momentous events of the mighty past; bids us hold sweet converse with a Plato or an Aristotle, and leads us far beyond the limited confines of the present.

The Canadians, more than any other people, should make a special study of our own history, for by deeply reflecting upon the events of the past we shall be the better enabled to guide our fair young Dominion through the troubles that now threaten her with destruction. For, though every true Canadian must regret it, the fact nevertheless remains, that our country is almost torn asunder by religious fanaticism and racial bigotry. In Canada

we have those who call themselves English, French, Scotch or Irish, as the case may be. They celebrate their own national feasts with all possible zeal; yet, they never dream of calling themselves Canadians; they look with cold indifference upon our strictly Canadian festivals. The natural result is, that instead of a thoroughly Canadian sentiment being fostered, a narrow provincial hatred is engendered. Ontario is up in arms against Quebec; Quebec in turn regards Ontario as her foe.

The old saying holds him to be the strongest man who fully acknowledges his faults and takes the proper means of correcting them. No Canadian will deny that there exists in our midst a great evil—the demon of discord. Admitting, then, that there is a weak spot in our armor, we must, as rational beings, strengthen it; knowing what our disease is, we must use the proper remedies. Instead of discord we must have unity; instead of religious fanaticism we must have religious toleration; instead of provincial hatred we must have a common cause to unite us. But how is this much-desired result to be accomplished? We maintain that one of the most powerful means of attaining this end is the study of our history, thereby becoming thoroughly imbued with the noble sentiments of the "Fathers of Confederation." These liberal-minded men met the same difficulties as we; they were born with the same racial prejudices as we, but they rose above them; they relinquished them for the common welfare of their country. They knew that each party had to make concessions in order to ensure the prosperity of both.

This train of thought leads us to the query: are our educational institutions performing their duty in this respect? As a graduate of our public schools, as a graduate of our collegiate institute, we can