

is most desirable to see in every inhabitant of a country a national spirit so developed that nothing of importance concerning its welfare can transpire which he does not feel deeply. He ought to love his country and seek her best interest. A nation's greatness and influence abroad will effect our estimate of it; but this does not necessarily depend on the extent of territory possessed, but it is rather to be attained by the moral and intellectual culture of its people. Let this be inculcated in the mind of every scholar, and he will soon discover that the work he is doing at school will promote not only his own interest but also the prosperity of his country. Mr. Dey remarked that a teacher should himself be possessed of a national spirit, so as to communicate it to his classes. Miss Derrick and Mr. Jordan spoke disparagingly of the use of American books in our schools. They are written to favor their country and not ours; happily they are now almost everywhere set aside. Mr. Rowell also spoke of the difficulty of inculcating a national spirit in a population so mixed as ours. The teacher should go at it with a good deal of circumspection. After a few appropriate remarks from the President, the meeting was closed.

MARCH.

Miss Derrick read some "Extracts on the history of object Teaching." History furnishes no records of attention to elementary education prior to the seventeenth century. The ancients neglected the instruction of their children, although they provided schools of philosophy for their young men.

Comenius was the great educator of the seventeenth century. Although wandering, persecuted and homeless, during the desolating thirty years' war of that period, still he continued to labor unweariedly in the cause of education, which greatly modified the practices in teaching, and prepared ultimately the way for the more thorough reformation of schools which followed. His practical views of education may be discerned in the succeeding quotations: