

now a leaning, rather too pronounced on the part of the examiners, to make mathematics the main branch of a common education. This of course directs attention mainly to these, for after all the reputation of a school depends very much on the number of candidates who are successful in passing the examinations—a statement which is true for all grades, from the High School Entrance Examinations up to those of the various universities. But while not at all inclined to underrate the primary importance of mathematics as a mental training, and their practical usefulness to the student in after life, there are some who cannot forget that the main end and aim of all true education is that of making better men and women to assist in shaping the course and moulding the destiny of this Dominion. Such look with regret and almost dismay upon the condition in which some of the other branches, and particularly history, find themselves at the present moment. The necessity for keeping up the standard in mathematics may be urgent enough. Too many pass the Intermediate even now for the good of the teaching profession. But if the stringency were exerted in some of the other departments as well, it may perhaps be fairly hoped no immediate evil would result. Mr. Buchan's paper on English Literature at the recent examination was a step in the right direction, and the result must be an increased attention to this branch during the coming year. The history papers on the Intermediate have been also, on the whole, well calculated to lead to an intelligent study of the subject. The only difficulty seems to be that so much time is at present necessary on the part of the pupil to master the mathematical part of the programme, and so little available for the rest, that it is difficult to arouse any enthusiasm on the part of the student for the

latter. Still, even should there be no change in this respect, it should not appear so difficult a task to arouse more interest in history than the majority of our students now bestow upon it. In venturing to offer a few suggestions on this point I am only influenced by the desire of attracting attention in that direction. It may be reasonably hoped that others will pursue the subject further and improve upon what is here advanced.

In teaching History, then, it would seem that in the first place *the subject should be made attractive*. That is of course the primary condition in all education. The first object is to arrest the attention of the pupil. Interest once excited will carry him on of his own accord. In the main, perhaps, the principal good our schools and colleges can achieve is to teach the student how to learn, to direct his tastes, to determine the bent of his inclinations. If he become a scholar, or an expert in any one branch it must be owing very much to the work he performs after leaving the class room. Nor is it always, nor indeed usually, the first men on the class lists who make the most useful citizens or reach the highest mark in the world. School life, however, generally determines the subject to which attention afterwards is chiefly given; the amount of information gained, and the progress made in any study is to a great extent in proportion to the charm with which that study is invested by the teacher. Hence, to gain the requisite amount of attention history must be made attractive. It may be fairly doubted whether the best way to attain this end is by means of long-winded and idle tales about this and that king or personage with whom the class may be dealing. These, as a rule, contain little real information and take time from things of more importance. A short, pointed anecdote will some-