

patriotism! We believe that in our institutions, our methods of government, our securities for individual freedom, we have the firmest basis of any people in the world on which to build an intelligent and discriminating patriotism. We cannot afford to despise this source of national strength or neglect its cultivation. In spite of many cosmopolitan tendencies, nations still have to fight for their own lands. Free popular governments, above all others, require the support of a patriotism at once intense and intelligent. Not second, even, to the glorious records of our nation as a military and naval power, in developing such a patriotism, will be the study of our political system—the processes by which it grew—the principles on which it is based—the privileges which it gives—the duty which it imposes. Clear and defined ideas in the popular mind on these points are our greatest hope for further development in worthy lines of national life.

When that greatest of public teachers, the press, sometimes shows itself liable to forget the spirit of patriotism in the passion of party, it is right that we should seek a correction in the direct teaching of our schools.

The natural place for giving teaching on civil government seems to be side by side with history, since in history we find the gradual evolution of our institutions. To do it effectively, however, I think that we require a special text-book. The Board of Education for the Province of Ontario has added to its authorized English and Canadian History a chapter entitled "How we are Governed," which briefly outlines our system of government, and suggests to teachers that what is there given should be largely supplemented by oral instruction. It is well to find even this recognition for the subject, but the question is too large and important to be adequately dealt with in the limits of a chapter.

Last year a book called the "Citizen's Reader" was published in England by Mr. Arnold Forster to meet this particular want in English schools. The fact that it has run through seven or eight editions within a year proves that it met a great popular demand. I would strongly recommend this work to the attention of teachers interested in the subject, as a hand-book to assist them in giving oral instruction in the absence of an authorized text-book. It is written largely from an English standpoint, and is therefore not in all respects what we need for instruction here, since the institutions which we inherit from the mother land are greatly modified in their operations among us; more so, I think, than an English writer would suppose. But Mr. Arnold Forster sketches the main conditions of British

citizenship in a singularly clear and vigorous way, and in a style admirably calculated to interest children. The book is being re-written for use in Australian schools, and the author has consulted me as to the advisability of preparing it in the same way for use in Canada. I have pointed out to him that the plan pursued in almost all the Canadian provinces is to use only authorized text-books, and that the success of such a work depends largely upon whether it were adopted or recommended by our Boards of Education.

But when once the importance of the subject is recognized, the question of a text-book, either in connection with our history or as an independent work, will soon be solved. Meanwhile teachers will find that even incidental instruction in the direction indicated will well repay them by the stimulus it gives to the minds of their pupils. From well-directed discussions about public duties and private rights; the structure of the state and the part they are to take in it; about law and justice; and, in short, "all the framework of the land," they will return with renewed spirit to those other studies and methods of training by which we strive to make them useful and worthy citizens of a great state.

SCHOOL AND COLLEGE.

The Victoria School of Art and Design at Halifax, has been opened with full classes.

The Presbyterian Ladies' College of Halifax, will move into its new quarters after the new year.

The "Dramatic Club" of King's College, N. S., advertises an entertainment towards the end of the month.

The Y. M. C. A. of Halifax, gave a grand entertainment to the students of Dalhousie College in November.

The Model School, Truro, has been changed into the Colchester County Academy. Wm. R. Campbell, B. A., a Pictovian, and Munro Bursar of Dalhousie, is its first Principal.

A young colored woman, Miss Howells, outstripped all her competitors in the recent County Academy examinations at Halifax. Her average was 93, a figure not reached by any other candidate for admission.