

of Canada, the vast resources of the country, and the great future that assuredly awaits it, if they keep pure hearts, clean lives, healthy bodies, and keen, active minds in relation to its development, in all departments of the national life, and remain true to its noblest traditions and ideals.

But knowledge without sentiment would fail to rouse to action. Sentiment has its place in stirring to life and effort. It is a good thing for the child to wave the flag and shout patriotic songs if he does it in the broader spirit of patriotism, in that spirit that can recognize good in others who do not think exactly as he does.

—It was remarked the other day that what teachers desire, in an educational magazine, is not information with regard to best methods of teaching, so that the most valuable training may be obtained from the subjects of the school course, but devices by which pupils can be crammed to pass certain examinations. Could this be true, so far as any one of the teachers of the Province of Quebec is concerned, do we realize the serious signification of it? It is making a sport, a farce of education. The working for competitive examinations is usually a curse, not a blessing. Oh, let us realize the responsibility that rests upon us to develop the child in harmony with the laws of his physical, mental, social and moral growth. Let us have nothing whatever to do with the feeling of examiners' pulses to determine what sort of questions may be expected. It is true that an examination paper set by an intelligent examiner is a valuable study for the teacher. But examination papers set for young students are not comprehensive, indicative of methods to be followed; they are, as a rule, a mere enumeration of facts on particular points of the subject.

—THE war at present being waged between the British nation and the Boers in South Africa is opening up this country to the gaze of the world. The newspapers and magazines vie with one another in producing portraits of the great men on both sides, pictures of the principal towns, of the railways, of home life among the people, and methods of modern welfare. We are seeking *centres of interest* in our school work. Here is a natural one. Now is the time to study Africa. The little boy of eight pores over the war map. "Our troops (Canadian) landed here. This railway is taking them to the front—to this point." He follows up