

that is so essentially democratic as our own. Grammar is taught that the scholar may have some knowledge of the origin and structure of the language, its characteristics as a medium for the expression of thought, and the rules that regulate the use of it in correct speaking and writing. It affords a wholesome discipline to the mind in parsing and analysis, and imparts a desirable facility by means of this discipline in grasping the meaning of anything that is read. The aim in teaching Geography is to familiarize the student with the outward conformation of the globe we live on; its political divisions, the people and other living beings that inhabit it, and the means of wealth of the various nations; above all, to make him master of everything that it is of interest to know about our own country. It is sought to give sound elementary knowledge of the earth and its motions, as a branch of the solar system, and to direct attention to the physical geography, or, as it is more properly styled in England, the physiography of our planet. History is taught not merely to gratify the curiosity for a knowledge of past events, but to bring the experience of ages to bear upon the conduct of each individual life, and to enable our scholars to realize what are their rights and responsibilities as citizens. It is no doubt interesting to know that the *Habeas Corpus* Act was passed by the short Parliament of 1679, in the most disgraceful reign in English annals; but it is not only interesting but important to know that it was passed as a bulwark against the tyranny of rulers, and that it secures fair treatment to the most depraved of criminals. It is of some interest to read of the circumstances that attended William the Third's invasion of England, to displace a dynasty that, as has been well said, never learned anything and never forgot anything; but it is not

only interesting but instructive to contemplate his wise and thoroughly statesmanlike conduct in achieving a bloodless revolution. It no doubt gratifies a natural curiosity to read of the events that occurred in our own province in connection with the rebellion of 1837-8; but these events are principally valuable for the responsible government they brought about. The aim of our school system is not to teach mere "drum and trumpet" history, but history that shall be valuable mainly for the lessons that it teaches: the former is merely the husk, the latter is the kernel within.

In a commercial community like our own, it behoves every one to have proper notions as to the relations between debit and credit, and to be in a position to keep a correct record of the business transactions of every day-life. It is sought to enable our boys to do this, and a little more, in the book-keeping they are taught. Mathematics have a full recognition in the amount of algebra and geometry that is taught, and without for a moment assenting to the extravagant claims made on behalf of these subjects as a means of mental development, it cannot be denied that Euclid affords the best logical training a scholar can have. But there is danger of carrying these studies, together with Arithmetic, which some narrow intellects regard as the Alpha and the Omega of our school course, to excess, and of making of our children what Macaulay calls mathematical blocks. Zeal like this is certainly not according to knowledge, and cannot be too strongly deprecated. It would be a serious defect in our school system if it gave undue prominence to any subject and thus interfered with the symmetrical growth of the child's mind. It is the highest merit of any school course not that it cultivates particular facul-