should be. The historical text-book will be very different from what it now is when the teacher comes to know that he is teaching history only when the pupils are made to identify themselves with the environments, thoughts and passions of the historical actors. The good teacher will help his pupils to get their information from many sources. They will be original investigators—an absorbing interest will be their spur to study.

Among the most useful devices for fixing permanently in the memory the results of the information gained by the inspiring methods hinted at, are historical maps. When history is well taught, the pupil is not only interested for the time being, but he will be certain to follow up the subject afterwards as time and opportunity offer. This test will enable teachers to judge of the value of their method.

In his second lecture, President Forrest particularly emphasized the necessity for the teachers having a full and clear knowledge of the subject of each lesson. If he goes to his class well prepared, and takes the trouble to throw side lights from his own reading on what is given in the text-book, he can scarcely fail to have an interested class.

Interesting sketches of biography and mythology should come first as a preparation for the teaching of history. After two years of this work, the pupil should have a text-book of facts and dates, to be used only as the ground work of old lessons by the teacher. The pupil could thus be prepared to begin the serious study of history by the method of original investigation, comparing different authorities, extensive reading, generalizing, etc.

The hints given by Dr. Mackay on the course of study, were highly commended as being unfavorable to cram, and as being in accord with the opinions of the most advanced educationists. The text-books in use, though somewhat defective, should, in the hands of good teachers, give good results. Historical charts are of the utmost importance. There can be no good teaching of history without them. History should be studied as one studies a landscape. Get a clear idea of the great leading features in their relation to each other. A good knowledge of physical geography is the basis of an intelligent appreciation of the great facts of history.

Professor Macgregor on Physical Science.

[Halifax Chronicle.]

* * * The claims of physical science to a place on the prescribed course of study must be decided by the nature and purpose of education, which he defined as a preparation to meet successfully the problems of life. The problems are exceedingly varied and complex. To solve them successfully requires primarily that the faculties of the body, mind, conscience and feelings be vigorous and well trained, and, secondly, that the appropriate knowledge be supplied. This would seem, then, to be the object of the school. But the conditions of life are so exceedingly varied that no general system of education can supply more than the elements of knowledge common to all conditions.

Knowledge is so evanescent, so easily forgotten, unless used, that the storing up of it for its own sake is largely labor lost. Special kinds of knowledge, when needed, are easily obtained by well trained minds. On the other hand, a healthy body, mental power, good habits and a refined taste acquired in school are so constantly kept in use that they are never lost. Let a pupil be once trained to draw correct conclusions, and that faculty remains with him. It is evident, then, that the development of power is more important than the gaining of knowledge for its own sake.

School studies must then be selected for their disciplinary value. If physical science trains some important faculties better than other studies do, then it should be selected in preference to them as a school study.

In obtaining the facts upon which it is based, the powers of observation receive their best training. In finding the simple laws and larger generalizations which these facts yield, and in testing these theories by finding how they account for diverse facts, the judgment is exercised, and that in much the same way as in solving the problems of life. The moral effect is no less valuable, for the scientific habit of mind not only carefully sifts all evidence, but also honestly rejects or modifies theories which are found to be contradicted by facts. The physical sciences cultivate the taste by showing the exquisite beauties and harmony of nature.

Mathematics is mainly deductive and may be a useful training for a lawyer whose work largely consists in making deduction from precedents. Latin and Greek cultivate mental power, but lead the pupil to rely too much on authority.

Literature is particularly useful, for it furnishes us with the accumulated wisdom of the race, all ready for use.

Deductions from history are too difficult for ordinary minds. Physical science more than any other study exercises the faculties of the mind required for every-day use. It is based upon every-day experience; it cultivates the best habits and leaves the man more self-reliant and honest in his conclusions, and is therefore, when properly taught, the most valuable discipline of the school-room.