

comprehensive view of it as a unit. No study is more fruitless than that of a history in a routine text-book of names and dates unless it be the study of literature in the same way. The teacher of history must know history, and the teacher of literature must know literature. It is of course impossible in eight years to impart any detailed knowledge of history: but the able teacher can in that time give a knowledge of its sweep and unity, of the relative significance and importance of certain periods, and possibly detailed knowledge of some portions of it, say the history of the pupil's own country. This is also true of the nature of civil government, and especially of the government under which the scholar lives. Nothing perhaps is more needed now in this republic than a knowledge of its fundamental character and laws, and it is one of the weaknesses of our educational system that it fails to give this to those who pass through our primary schools. We might go further and say that those who read our newspapers know that we are not exaggerating the ignorance in regard to our own government, or of other forms of government, or of fundamental social laws evolved in the experience of the race. In a few highly developed schools, both primary and secondary, these subjects are taken up with the most encouraging results; but how is it in the majority of district schools of the country? And even if these subjects were taken up, where are the teachers to teach them? This is no attack upon the body of teachers, most of whom are ill paid even for the services they render, and most of whom also are working conscientiously according to their lights. But it is for the public to consider that the best teachers are required in laying the foundations of education, and that it is a good economy to pay for the best.

—We insert the following in the hope that every one of our local papers will insert it in their columns. It is taken from the *Boston Herald* and refers to parental co-operation in the work of the school: A friendly co-operation on the part of a teacher and the parent is sure to make the most of a pupil and do good service to the whole school. What our schools need, says the writer we refer to, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and