

drifted into the republic from all parts of the world was owing to the efforts made in the Public Schools of the United States to impress the school children with the advantages of republican institutions. Her great men formed the subject of anecdote and sketch in every text-book; her struggle for independence, the courage of her generals, the eloquence of her statesmen, her literature, her natural resources, in fact, everything she was and everything she expected to be, were made the subject of study and of declamation, and every child on leaving school was made to feel that the American republic, if not representing the whole world, represented at least the most important part of it.

In the same way the study of the history of the fatherland is made an important part in the curriculum of all the schools of Germany, from the Volksschule to the Gymnasium. In her dark days, when humbled and crushed by the first Napoleon, Frederick William announced to his disconsolate subjects "the State must make good through intellectual power what it has lost in physical strength," and straightway began the organization of a school system of which loyalty to the German Empire may be said to be one of its corner-stones. From its earliest history down to its triumphs before Sedan every event calculated to stimulate attachment to his native land or to increase his admiration of the national character of the great leaders of public opinion is daily presented to the pupil for the purpose of strengthening his interest in the country to which he belongs.

In England, strange to say, the subject of British history occupies a secondary place in the school curriculum. It is at present an optional subject, and the only incentive to teacher or pupil to take it up is the mercenary one that by so doing the school will receive a larger grant. Out of 5,006,979 pupils enrolled in the schools of England and Wales in 1892, only 30,070 pupils were presented for examination in all the specific subjects, English history being one of these subjects. It is but proper to say, however, that a series of readers in British history is required to be used in every school from the second standard upward, so that much of the knowledge obtained in this country by the use of a text-book in British history is obtained in England by the use of readers specially prepared and which are supplementary to the ordinary school reader.

A few months ago when the Education Department relieved candidates for entrance to the High School from an examination in British history in order that greater attention could be given to the study of Canadian history, an outcry was raised by the Opposition press and the historic charge of disloyalty was hurled against the Government. It may be that in its zeal to promote a Canadian sentiment the Education Department went too far in the first instance to make Canadian history compulsory. It may be that the practice of other nations, such as the United States and Germany, who had to deal with mixed communities, as we have in Canada, was at fault. It may be that to embody in the regulations of the department a course of study which presupposes greater attachment to our own country than is required by the Department of Education of England and Wales, was too great a stride for this generation to take. But whatever may have been the motives which governed the department, certain it is that at no previous period in the history of Canada has there been so much attention paid to the history of our own country, its relations to the British Empire and the position it is destined to occupy, if it is true to itself, in the future of this continent.

The object of relieving the pupils from the examination in British history was to give the teacher greater freedom in dealing with the subject and the pupils greater zest in its study. It is possible so to load our pupils with examinations as to make school life irksome and repulsive, and if there is one department more than another where the method of the examiner is calculated to destroy interest in a

subject it is in the study of history. Examinations in history cannot be framed so as to develop in the children either the true spirit of the historian or to disclose to their minds the aspirations which culminate in the great events which it records. The child may get that for himself by reading and meditation; he ought to get it from the teacher, he cannot get it from the examiner.

I hope, therefore, it will not be many years till we can say to the teachers of Ontario, "We have confidence in your work without an examination," and to the school children of Ontario, "Read the history of Great Britain for the purpose of absorbing the spirit of her institutions, the temper of her statesmen and the courage and freedom-loving disposition of her people and repeat it in the experience of Canada, clarified and sublimated by the genius of our own institutions, and you will have what is best in humanity and what is best in government as well."

PHYSIOLOGY AND TEMPERANCE.

I cannot dismiss this part of my subject without a word or two as to the extent to which physiology and temperance are receiving the attention of our Public School. It was in 1886 that authority was given the Education Department to provide instruction in this subject. Since that authority was given a text-book was prescribed, and although for several years the subject was optional, it was believed that public opinion would justify its being made compulsory, and this was done accordingly by the regulations of last August.

Out of 201,649 who were required under the regulations to study this subject, 171,594 were reported as receiving the requisite instruction. In addition to the study of the subject in the Public School, provision was made for the instruction of teachers at Normal and Model Schools, and every teacher since 1887 who has received a certificate from the Education Department has been required to pass an examination as to his knowledge of the principles of physiology and temperance. Is it too much to expect that this action of the department will greatly aid the enforcement of any legislation that may be required further to restrain the liquor traffic?

COURSE OF STUDY.

The course of study for the Public Schools has been very much simplified within the last ten years. The opinion at one time evidently prevailed that almost every subject within the range of human knowledge should be taken up in the Public School. In 1871 our school curriculum consisted of fifteen subjects, all of which were obligatory, requiring the use of 24 text-books at a cost of \$10 83. The course now consists of nine compulsory subjects and three optional, requiring the purchase of only nine text-books at a cost of \$4 06. The judgment of the best educators is strongly in favor of a limited course of study for elementary schools, and by a limited course of study I mean a course embracing a few subjects well taught. It does not follow that because geology or astronomy is not included in the curriculum that an advanced Public School pupil should know nothing of these sciences, but what is meant is that a knowledge of these sciences such as a child may be capable of obtaining should be incidental to the ordinary course of the school, and not made the subject of special study by means of a text book.

Within the range of our Public School curriculum there is ample material with which to develop all the faculties which are supposed to be most active within the age limit of Public School life. Imagination, and memory, and the reasoning powers and observation can all be quickened and stimulated to the utmost of any child's capacity as our curriculum now stands. If the true purpose of education be to develop power and concentration of thought, then as a necessary corollary the dissipation of energy leads to weakness. Better have a pupil an expert in the four simple rules of arithmetic than give him a smattering of all.

TEACHERS AND THEIR TRAINING.

The teaching staff of the Province of Ontario now numbers 8,480, the number of females employed being 5,710, and the number of males 2,770. In the last ten years female teachers have increased by about 2,000, and male teachers have increased by about 300. The effect which the employment of so many female teachers may have on the formation of national character and the development of those influences which give vigor and strength to national life is too large a question for present consideration. Having regard to the influences on the child of the personality of the teacher one would naturally assume that the more vigorous and forceful methods of the male teacher would more thoroughly arouse the latent energies of the child and train him better for a life of self-reliance and self-assertion, but the time is too short during which the sway of the female teacher has been exercised to form a judgment on this point. It is apparent, however, to the most superficial observer of the changing phases of school life, that in recent years the arbitrary discipline which asserted itself by physical force has given way to the humane and sympathetic discipline of affection and self-respect; that the school-room, so frequently the scene of angry denunciation and cruel torture to be avoided, shunned and deserted whenever it was possible, is now resorted to with pleasurable anticipations and is enjoyed for its happy associations as much as for the benefits which it produces. The great gulf which once separated the teacher from his pupils has been bridged over, and the feelings of dread and suppressed terror with which the child ever approached the teacher have been replaced by feelings of confidence and affection. This change, in itself a most important one, has been brought about largely by the influence of the female teacher.

The tendency towards the employment of