

not safe to swear to the "ipse dixit" of any particular Empiricist, but like the eclectic philosopher, Horace of old, we should gladly accept what is good and true in their teachings.

The question is a practical one and which concerns us in the closing decade of the 19th century.

The true aim of education is of primary importance to both the teacher and the scholar. It is very important that we aim to attain the correct ideal, and this educational ideal should be culture and practical power, in order that our education may be complete.

It is a matter of vital importance in educational work that we combine literary culture with a considerable amount of executive or practical ability.

The aims of the teachers of the new education, represent three distinct parts: (1) Physical education. (2) Intellectual culture. (3) Moral training.

The old Latin author stated the pedagogic truth in a nutshell, "Mens sana in corpore sano," or "A sound mind in a sound body."

The physical organs and muscles ought to be responsively active to the will, and the intellect should be trained to acquire knowledge scientifically, while the moral feelings and conscience should be strengthened to carry pure

thought and feeling into practical activity, and by doing this the child will develop self-faith as a result of faith in God.

The new educational ideal bears contrast in many respects to the old programme of study, when the great majority were only taught the Three R's, reading, writing, arithmetic. The last subject (arithmetic) held a prominent place and was regarded as the "poor man's logic."

Now, according to the views of Dr. Elliott, President of Harvard College, logic and ethics should find a place on the programme of studies in the public school; that is, right thinking and right acting are primary social requirements of the new education.

It is evident from history and experience that the subject of good morals ought to be systematically taught in all educational work.

Questions of right and wrong are more frequently discussed in our social and business relations than the weather. The educational maxim "learn to do by knowing" is as true in ethics as in pedagogy.

Not until educators give more attention to the regular training of the moral sense in their pupils will teachers realize fully that "teaching is the noblest of all professions."

AMONG THE TREES WITH LOWELL.

By MISS R. HORN, WINNIPEG.

"There is never a leaf nor blade too mean to be some happy creature's palace."

LOWELL'S admiration for the works of nature is seen in all his writings; he is par excellence a nature poet, "the very birds on the trees half forgave his being human."

"I care not how men trace their ancestry
To ape, or Adam, let them please their whim,
But I, in June, am midway to believe

A tree among my far progenitors,
Such sympathy have I with all the race,
Such mutual recognition vaguely sweet
There is between us."

Among these, his life-long leafy friends, the pine ranks first in Lowell's favor. How many beautiful passages we have descriptive of this, his favorite tree.

"Pine in the distance,
Patient through storm and rain,