board in American politics. There will be always some persons elevated to the school board to use it as a stepping-stone for the legislature or city council. Again, there will be some persons elected simply because they are always harping on one idea. In the next place, the superintendent must influence his teachers. The relation of the superintendent to the pupils is not an immediate one; his relation is, first to public opinion; secondly, to the people whom he reaches through publications, his school report, and in various ways reaching the families of the citizens represented in his schools; third, with the school board; and fourth, with the teachers. If the superintendent is strong with them, he can carry his schools on his back.—*W. T. Harris, LL.D.*

THE TWO ASPECTS OF EDUCATION.

BY DR. W. T. HARRIS, U. S. NATIONAL COMMISSIONER OF EDUCATION.

THERE are two contradictions in education, the first arising from the necessity of the teacher to be conservative and radical at the same time in methods of instruction and discipline, because the teacher is obliged to restrain the native impulses of the pupil and induce rational habits in place of caprice, and yet on the other hand lead him to see the desirableness of the new habits. He tries also to replace the pupil's views of the world by a more scientific view founded on wider observation and the long experience of the human race. And yet he is bound to lead the youth under his charge to acquire the new intellectual view by his own activity and by this preserve and develop his individuality. The German educators are noteworthy as inclining to the extreme of the developing method, while the Anglo-Saxon peoples, wherever they are found, tend towards the other extreme of mechanical method and lay great stress on external authority, both in the discipline of the school and in the conduct of the studies. Hence, it comes that the memory is often taxed more than the understanding in our American schools. But the good side of our system is to be found in our strict mechanical discipline, which trains the youth to subordinate himself to order and to work industriously in classes. He learns, in short, to combine with his fellow-men. This makes the average common school in America an excellent training in civics or in citizenship.

The second contradiction in education is found in the necessity to train the youth for business and for the special accomplishments that are to enable him to make a living, and on the other hand the higher necessity to give him general culture and fit him to live with his fellow-men and participate in the rich inheritance of civilization.

Thus arise two tendencies, one leading toward special art and trades, and making the school more and more like an apprenticeship, and the other tendency leading to the culture studies which have no direct bearing on one's special vocation in daily life. The school must have both of these tendencies properly balanced, but the balance changes from epoch to epoch, and now one and now the other extreme must be pushed. It often happens that a really good device in education is first recommended on wrong grounds. For example, the kindergarten was commended on the ground that it utilized the children's play for serious ends. But that seemed to wise educators wrong because play itself has a use of its own in developing the sense of personality in a child. To turn work into play, on the other hand, is a serious mistake, for it prevents the development of the secondary and deeper personality which feels satisfaction in subordinating itself for rational purposes. But when it was discovered that the true kindergarten did not turn play into work nor work into play, but that it furnished a very ingenious graded course of school work, which developed in the child an interest in doing serious tasks, but at the same time preserved in the gentlest manner the delicate individuality of the young pupil,—then the kindergarten began to commend itself to all wise educators as a sort of transition from the education of the family to the more severe education of the school as it is and has been.

So manual training, which has been pleading for a place in common school education, was at first defended on the preposterous ground that it is educative in the same sense that arithmetic, geography, grammar, and natural science are educative. It was distrusted by all teachers who had studied what is called the educational value of the several branches of study; for it was known that arithmetic and mathematics open the windows of the soul that look out upon matter and motion, while grammar opens a window that shows the operations and logical structure of the mind itself. Geography shows the social structure of society in its work of obtaining food, clothing, and shelter by division of labor and the collection and distribution of the products of labor through commerce. History shows the higher selves of man as organized into institutions,—man's self as family, as civil society, as nation, and as church, each of these realizing man's higher rational self in such a manner as to reinforce the puny individual. The insight into the educative value of these general school studies caused the plea for manual training at first to be slighted because of the evident absurdity of its claim to an educative value of the same kind as the studies that open the windows of the soul. But when it came to be considered later that modern civilization rests on productive industry, and that it uses the machine for its instrument and emancipates human beings from drudgery by making them into directors of machines, which increase the productive power of labor a hundred and a thousand fold, then it was seen that it is well to have all children educated to understand the construction and management of machines. The manual training school had hit by happy accident on the exact course of study to teach pupils the construction of machines out of wood and iron. This necessity of our civilization to have in its schools a study of the genesis of machinery makes sure the general addition to the common school course of study of what is called manual training. But it is important that there shall not be any injury done to the culture studies by curtailment on account of these new studies.—*N. E. Journal of Education.*

CHEERFULNESS IN THE SCHOOL ROOM.

CHEERFULNESS is a necessary quality in all teachers, and particularly so in those in charge of young children. The bright smile of the teacher on entering the school in the morning has a magic influence. It makes the little boys and girls feel happy, and gives the work of the day a pleasant opening. The children spend six hours a day for five days of the week with the teacher, and it is a very important that good and lasting impressions should be made. Some of the children come from homes in which cheerfulness is wanting, and it is the duty of the teacher in such cases to supply what the home does not or cannot give. Even with children coming from homes full of cheerfulness the cheerful teacher will be most successful. With cheerfulness there uusally will be, and always should be patience. The teacher has not only to deal with the different dispositions found in the same family but also with those found in several families, and in doing so there must be great patience to secure success in dealing not only with the pupils, but also with the parents. That the teacher may be cheerful and patient he must be sound and healthy in body, mind and temper. He must have plenty of sleep, exercise and fresh air. He must keep good hours, read good literature and study very little after ten o'clock at night. The school work must be carefully prepared, and illustrations always ready and appropriate. There are many disadvantages. Some pupils come too late, some seldom come, some are indifferent when they do come, some are dull, and others slow. The highest hopes are frequently dashed to the ground. But in the face of all these discouraging circumstances the only chance for success lies in the direction of patience and cheerfulness. The teacher must take lessons from the flowers, the singing birds and the bright sunshine. He must love the work and the children though they are not all angels; he must persevere and remember that the impressions he is making will become permanent and ever widen in their influence, forming rings round a common centre, that centre being himself.—*From an essay read by Miss R. Gaunt, before the West Bruce Teachers' Association.*

WHAT IS A TEACHER?

A TEACHER is one, who has liberty, and time, and heart enough, and head enough, to be a master in the kingdom of life; one, whose delight it has been to study mind, not in books, but in the strange realities of dull and ignorant pupils; one, who has found joy in darting a ray of light into dark corners, and wakening up hope and interest in the scared lesson-learners who have not learnt; one, who can draw out latent power from the lowest, and quicken, inspirit, and impart new senses to the highest.

A teacher has as his subject life and mind.

A teacher's life is in living beings, not in printer's ink.

A teacher is an artificer of mind and noble life.