

An Educational Misfit.

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THE little village of Calabogie does not differ very greatly from the other villages in the township of Talmash. Commercially, socially, religiously and politically, there are the same friendships and animosities as in the neighboring villages. The forces at work in the community making for or against intellectual and moral improvement are such as are found in all rural districts in the same Province.

On the one side there is the hotel, or more properly speaking, grog-shop. It is said that over \$12,000 worth of "liquid damnation" passed over the counter last year. The language, the darkly-suggested but unexpressed thoughts, the ideals of manhood, and womanhood of that bar-room it is impossible to describe. Side by side with the hotel is the barber shop, in which young lads assemble to watch the games of checkers, and in which they hear those filthy and disgusting stories that are poison to healthy life. There are athletic clubs in this village, too; and as in every other community, the giants of the diamond and of the gridiron are the heroes of the small boy. Unfortunately, in Calabogie, the best athletes are young men whose influence over children is for evil, and for evil alone. Their very swagger indicates the poverty of their thought and the looseness of their morals.

On the other side, the side of righteousness, are to be found the Sunday School, some of the more conscientious parents, and the public school. Leaving out of account what is being accomplished by the first two, let us see what is being done in the little red building at the cross roads.

The aim of all education is the passing of examinations. What about the companionships of the boys? What about the influence of the barber shop? What about the yellow covers that are read openly or secretly in almost every home? What about those street-corner conversations? But why ask such pointless questions? Hasn't Calabogie school the best record at examinations of all schools in the township? Doesn't this

justify the wisdom of Solomon? Yea, verily.

For moral laxity there is no remedy like clock questions and the grammatical analysis of literary masterpieces, for physical imperfection there is nothing better than questions on the cistern and exercises in joint shipments, for intellectual stagnation there is nothing equal to the memorizing of historical facts and ready-made schemes of classification. It was no practical percentage-dried teacher, but only a writer of rhymes who said:

"There is in every human heart,
Some not completely barren part,
To plant, to watch, to water, there,
This be your duty, this your care."

There is a problem facing the teachers of Canada to-day—the problem of assisting the other institutions of civilization in shaping aright the lives of school children. In the solution of that problem they have, without doubt, a special task that is all their own, but their greatest work is in that great field of effort where they join hands with the family, the church, civil society, and the state. To cherish all that is good and true and holy, to right wrong somewhere, to make strength reign in weakness, and light chase away darkness, to cultivate right habits, tastes and aspirations—this is the mission of that little army, the oft-times unappreciated army who stand as watchmen on the walls that surround the city of childhood. "When I say unto the wicked, thou shalt surely die; and thou givest him not warning, nor speakest to warn the wicked from his wicked way, to save his life; the same wicked one shall die in his iniquity; but his blood will I require at thine hand."—The Educational Monthly of Canada.

School Libraries.

Any school board which provides for the scholars a library selected from the catalogue prepared by the Minister of Education shall be entitled to a share of whatever money is appropriated for the purpose. The grant is to be equivalent to half the money expended by the board, but will not exceed \$10 in any year. The trustees are still empowered to buy such books as they deem expedient for the school library, but the grant they receive will depend solely on the amount expended on books catalogued by the