

Culture in Teachers.

Inseparably connected with love of study, knowledge of child-nature, and practical methods of teaching, there must be in the complete equipment of the teacher's professional spirit that essential qualification most aptly called culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly way. This is made up of two parts, morals and manners. Professors and teachers are sometimes guilty of lack of good manners in their schoolrooms toward their pupils, who would be heartily ashamed if charged with the same offence in society. The long hours passed in contact with teachers by pupils in the earliest and most impressible years fill their memories with the manners, good, bad, or indifferent, which subsequent training finds it difficult or impossible wholly to erase; the fine courtesy, gentle learning, kindly look, voice and manner of teachers are never lost on the tender tablets of a child's conception.—
Charles R. Skinner.

In an able paper in the *Iowa Teacher* Supt. Kratz, of Sioux City, on the question as to what subject should be the centre in school work, says:

"Because history possesses high value as a character builder, because its subject matter is in itself deeply interesting, and because it easily leads into the other subjects of the school course, it is entitled to a prominent place in the curriculum, but because it in itself does not furnish sufficient material for a good backbone throughout the entire eight years of the course, and because it is not the strongest stimulator of thought, it cannot alone be given the foremost place.

"Because nature study affords excellent training for the development of some, not all of the essential elements of character, because it furnishes an abundance of material out of which to construct the backbone of the course, because its subject matter will easily arouse the most absorbing interest, because it ranks foremost as a stimulator of thought and mental activity, and because it easily lends itself to the work of co-ordination, its claims to the foremost place is strong, but because it does not rank as high as the history group in well-rounded character building, it, alone, cannot be made the centre of school work.

"In the grouping of school subjects language, as reading and literature study, is classed with history; as the technical study of grammar, it is classed with the formal studies. It has, therefore a right to share the strong point of both the history and formal groups, viz., highest value in character building, and an indispensable key to knowledge. Because of these strong considerations language must also be given a prominent place

"With nature study, then, as the strongest stimulator of thought, with language to clothe that thought in words, and with history to round out moral character, we form our three-fold subject ground which school work should centre."

School libraries are now to be found in nearly every town, though it is still necessary to urge the teachers to give more attention to the subject. Wherever the plan has been only partially successful fault seems to be attributable to those in charge of the schools. One form of complaint is, that they do not properly look after the care of the books. These are needlessly torn and defaced because children are not instructed regarding ways of using and caring for them. They are wet, torn, smutched and otherwise injured by little folks who do not receive either at home or in the school the instruction which enables them to be intelligently careful of the books. Every teacher should make this a subject of instruction as part of the work of fitting the child for modern life. Some teachers do not help the children to select books and to get out of them the interest and help they may afford. Something is certainly lacking in a teacher who fails to appreciate the importance of such work.

Less than two months ago a truth-loving woman took charge of a school notorious for its rudeness and untruth. The other day a boy came to her of his own accord and confessed to the breaking of a window glass, saying, "I am not going to sneak." That boy was among the oldest in falsehood at the beginning of the term. In so short a time it has become a matter of pride and honor with those pupils to speak the truth.—*Exchange.*

QUESTION DEPARTMENT.

A. I. M.—On a train moving at the rate of 30 miles an hour a cannon fires a ball with a velocity of 30 miles an hour in the direction of the moving train. What will be the relative positions of the train and the ball one hour after the ball was fired?

Before this question could be solved it would be necessary to know the weight of the train, the height of the cannon, the direction and velocity of the wind, and very many other circumstances. Let these elements, however, be all ignored, and the question would be simple, but valueless, even for mental training.

A. B. C.—(1) Hamblin Smith's Arithmetic, page 199, IV, Ex. 5.

Add 10% to A's and he would have 137.5 bbls. of B's quality. To C's add $5\frac{5}{11}\%$ and he would have $237\frac{3}{11}$ bbls. of A's quality. To this add 10% and C would have 261 bbls. of B's quality. 500 bbls. sold at \$7 = \$3500.

Deduct commission at 4%, there would remain \$3360. Let this be divided in the ratios of the number of barrels sent by each one if reduced to B's quality, that is in the