

problems which the "new education" has to investigate with fear and trembling.

Why is that girl of a pouting temperament? Have you seen her mother? Why is that boy so stupid or evil-disposed? Have you seen his father? Why is this school worse to manage than another? Have you any knowledge of the community? Have you seen the homes of your pupils? Have you met the fathers at church and market? The law of heredity lurks in every one of these queries, and the teacher who knows not how to come into close quarters with that law, to wrestle with it as part and parcel of the law within working in the individual for good and evil, has not yet learned the alphabet of his calling, knows nothing of education as a branch of sociology. As the whole duty of man is to love one another, so the whole duty of the teacher is to enhance the value of the individual, with all the elements of the environment in hand during the process of school training, in other words to train up the child, by example and precept, to lead a clean life.

And let us be careful to know this which John Tyndall has said in the true spirit of the truth-seeker:—Facts rather than dogmas have been the ministers of human development, hunger and thirst, heat and cold, pleasure and pain, fervour, sympathy, shame, pride, love, hate, terror, awe,—such were the forces whose inter-action and adjustment throughout an unmeasureable past, wove the triplex web of man's physical, intellectual and moral nature, and such are the forces that will be effectual to the end."—*The Canadian Educational Monthly*.

PROBLEMS OF THE COUNTRY SCHOOL.*

BY BESSIE M. FRASER.

The problems which face the teacher of the country school are many and puzzling, and at times, no doubt, to many, the possibility of meeting and solving them seems lost in the mists of the future. In some districts so much is expected of the teacher, she—I say she, because, as a

* A paper read at the Educational Institute of New Brunswick, held at Fredericton, in July last.