

L. A. Wilmot, or Theodore Rand in its York street or Charlotte street schools. Now that we have exhausted the names of kings and queens and governor-generals, would it not be well to honour local celebrities in naming our city and town schools?

Canadian Nationality.

The Cry of Labor and Other Essays. By W. Frank Hatheway, St. John, N. B. Cloth. Pages 230. Wm. Briggs, Toronto.

Canadian readers are glad to welcome in book form an elaboration of the fugitive essays of Mr. W. Frank Hatheway, which for several years past have appeared in the press under a pen-name. Mr. Hatheway is a tireless student, a wide reader, a lover of Nature in all her moods, and thoroughly impressed with the possibilities of Canada. He knows the nations of the old world from personal contact and from books; he has seen all parts of this fair Dominion; on foot and on bicycle he has visited hundreds of hamlets and country sides in New Brunswick and Nova Scotia, talked with the people, sympathized with their moods and respected their convictions, exchanging ideas on every conceivable topic, in every grade of society. Living at times both in-city and country, he knows the latter as few know it—its mountains and valleys, its glens and gorges, its lakes and streams. He has seen it in cloud and in sunshine, in winter and in summer, in the vivid green of springtime and the varied hues of autumn,—and he has appreciated its beauties as few are able to do.

So much for the author; now for the book. His aim, he tells us, is "to develop a high national character, so that the word 'Canadian' will mean an educated intelligence that sees both the beautiful and the useful in Nature, that has an abiding faith in the Creator and a deep love and reverence for the land in which we live." Throughout, from his own observation in other lands and from his extensive reading, he finds Canadian scenery, Canadian conditions of life superior to those of other lands, and every page of the book appeals to Canadian citizens to feel the responsibility of their citizenship, to take a wholesome pride in it and to cultivate a love for their natural surroundings.

A note of patriotism is struck in the book when the author, almost on every page, advises Canadians to know more of their own country, to study its resources, to know its beautiful scenery, the wonderful progress it is making industrially. There should

be an intellectual progress to keep pace with this material progress. But to advance along every line we should "seek our ideals at home."

Tests of Applied Education.

Prof. F. J. Miller of Chicago University in a recent lecture there, declared that our colleges develop the mind rather than the heart, and said that candidates for degrees should be required to answer such questions as these:

"Has education given you sympathy for all good causes? Has it made you public-spirited, so that you look beyond your own dooryard and take an interest in a clean city? Has it made you a brother to the weak? Have you learned how to make friends and to keep them? Do you know how to be a friend yourself? Have you learned the proper value of money and time? Can you look out on the world and see anything but dollars and cents? Can you be happy alone? Are you good for anything for yourself? Do you see anything to love in a little child? Can you look straight in the eye of an honest man or pure woman? Will a lonely dog follow you? Can you be high-minded and happy in the drudgeries of life? Can you see as much beauty in washing dishes and hoeing corn as in playing golf or the piano? Can you see sunshine in a mud puddle? Can you look up to the sky at night and see beyond the stars?"

Education is "something more than a college education;" broadly, it is "adjustment to life," he said.

The Ideal Teacher.

Before all other qualifications, however, the teacher's character is the fundamental requisite. That must be above reproach in all things. Milton's words about the poetic power are specially true in regard to the power to teach. "He who would not be frustrate," said the great poet, "of his hope to write well hereafter in laudable things, must himself be a true poem." He who would not be frustrate of his hope to teach well at any time ought himself to be a lofty exemplar of the virtues he would impress upon his pupils. The teacher who stands before a class for hours every day ought to exert greater influence even than the clergyman who speaks from the pulpit one day in the week, and he ought at least to have an equally lofty character, known and recognized by all men. The teacher who is master of his subject, and who has this nobility of character, needs no help of artifices to assist him in governing his pupils—he has simply to be, and they obey.—Arthur Gilman, in *Atlantic Monthly*.